DOCUMENT RESUME

ED 350 181 SO 021 454

TITLE	Responsabilidad = Responsibility. Level II. Student Book and Teacher's Edition.
INSTITUTION	Center for Civic Education, Calabasas, CA.
SPONS AGENCY	National Endowment for the Humanities (NFAH), Washington, D.C.; Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
REPORT NO	ISBN-0-8918-122-4 ISBN-0-8918-121-6
PUB DATE	89
CONTRACT	85-JS-CX-0009(S-3)
NOTE	196p.; A product of the Law in a Free Society project. For related documents, see SO 021 450 and SO 021 452.
AVAILABLE FROM	Center for Civic Education, 5146 Douglas Fir Rd., Calabasas, CA 91302 ($4).
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
LANGUAGE	Spanish; English
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Bilingual Instructional Materials; *Citizenship Education; *Civics; Curriculum Guides; Democratic Values; Educational Objectives; Ethical Instruction; *Grade 2; *Grade 3; Instructional Materials; Learning Activities; Primary Education; *Responsibility; *Spanish Speaking; Student Educational Objectives

ABSTRACT

This curriculum presents an overview of responsibility as a concept intrinsic to the functioning of a democratic society. The curriculum has been developed to provide students with an increased awareness of the importance of responsibility in their own lives and its place in contemporary society, and to encourage their capacity and inclination to deal with issues of responsibility effectively and wisely. The curriculum is organized around topical questions that provide a systematic approach to the analysis and evaluation of responsibility and its social, political, and legal aspects. This edition of the curriuclum, for students in grades 2 and 3, contains four units, each of which concerns a topical question. Unit 1 asks: "Que es la responsabilidad?" (What is responsibility?) Unit 2 asks: "Cuales seran los beneficios y los costos de complir con la responsabilidad?" (What might be some benefits and costs of fulfilling responsibilities?) Unit 3 asks: "Como decidir que responsabilidades complir?" (How should one choose among competing responsibilities?). Unit 4 asks: "Quien es responsable?" (Who should be considered responsible?). Each lesson in the teacher's guide features an overview, objectives, student materials, and learning procedures. This document is the English-Spanish Bilingual Edition of the curriculum, which has been created to provide Spanish-speaking students of limited English proficiency with an opportunity to participate in the instructional activities described. (DB)

RESPONSABILIDAD

RESPONSIBILITY

Level II

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Law in a Free Society is a civic education project of the Center for Civic Education, a California nonprofit corporation established by and affiliated with the State Bar of California.

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Third printing 1986

Spanish-Language Edition 1989

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This Spanish-language edition has been prepared under Grant #85-JS-CX-0009(S-3) from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Assistance, Research and Statistics, U.S. Department of Justice. Points of view or opinions in this document are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

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The development of these materials has been aided by the participation and assistance of elementary and secondary teachers participating in Law in a Free Society field testing programs throughout California and other states.

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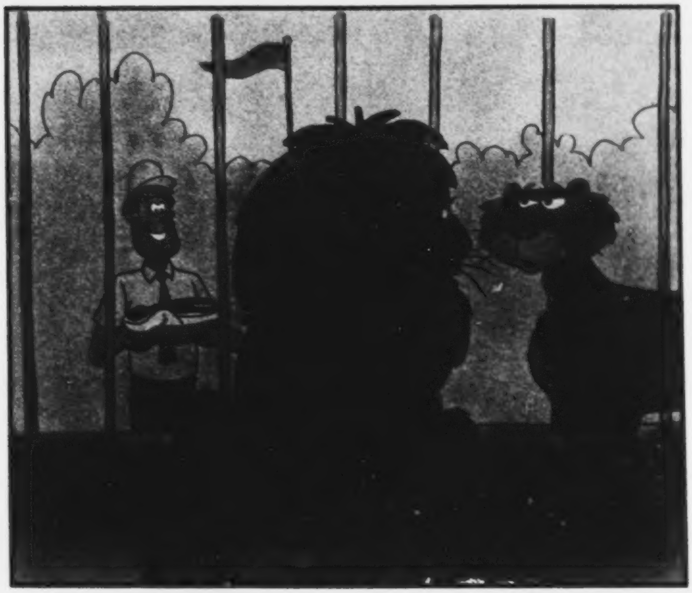
PRIMERA UNIDAD

Primera Lección

¿Qué es la responsabilidad?

INTRODUCCIÓN



Este libro trata de la responsabilidad. La **responsabilidad** es algo que se tiene que hacer. En el dibujo vemos a Martín cuidando a los leones del zoológico. El trabaja en el zoológico. Una de las **responsabilidades** de Martín es cuidar a los leones.

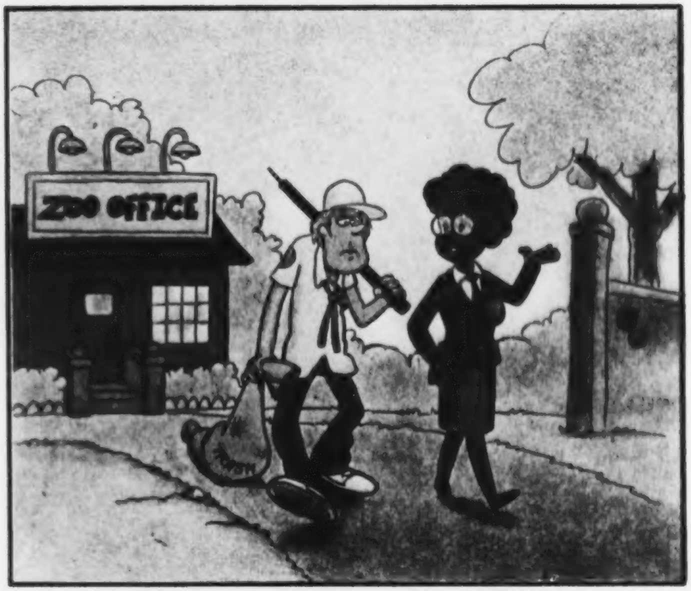
¿Qué te parece?

1. ¿Qué responsabilidades tienes tú?
2. ¿Qué responsabilidades tienen tus papás?
3. ¿Qué responsabilidades tiene tu maestro?
4. ¿Por qué es importante cumplir con las responsabilidades?

¿QUÉ RESPONSABILIDADES SE VEN EN EL CUENTO?

Capítulo 1: El nuevo guardián del zoológico

Direcciones: Ve el capítulo 1 de *El nuevo guardián del zoológico*. Fíjate en las responsabilidades que tiene Martín.

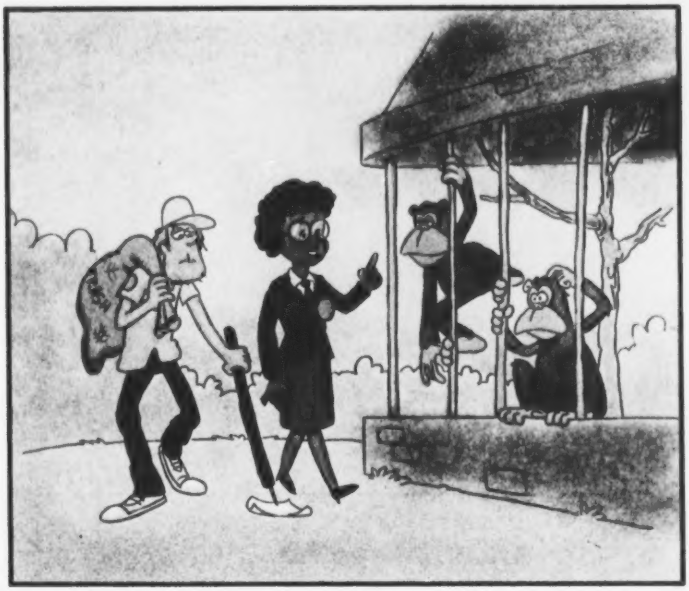


¿Cuáles son las responsabilidades de Martín? En el cuento, ¿quién más tiene responsabilidades?

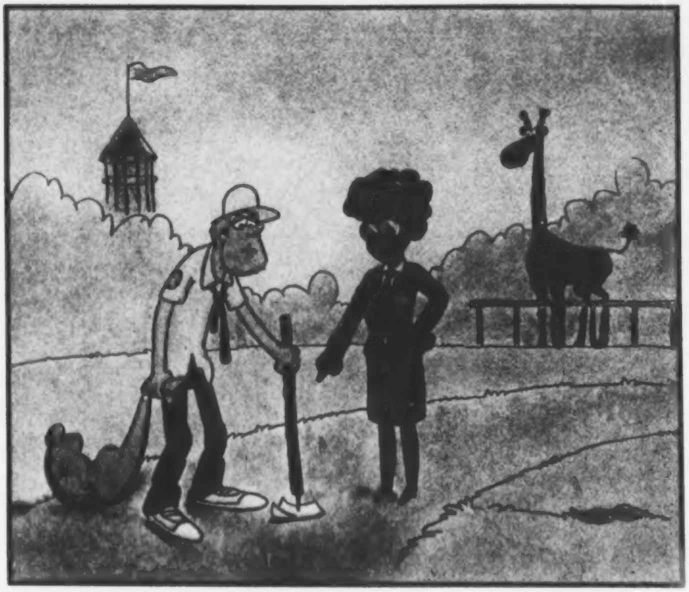
¿QUÉ RESPONSABILIDADES DESCUBRISTE EN EL CUENTO?

Responsabilidades en el zoológico

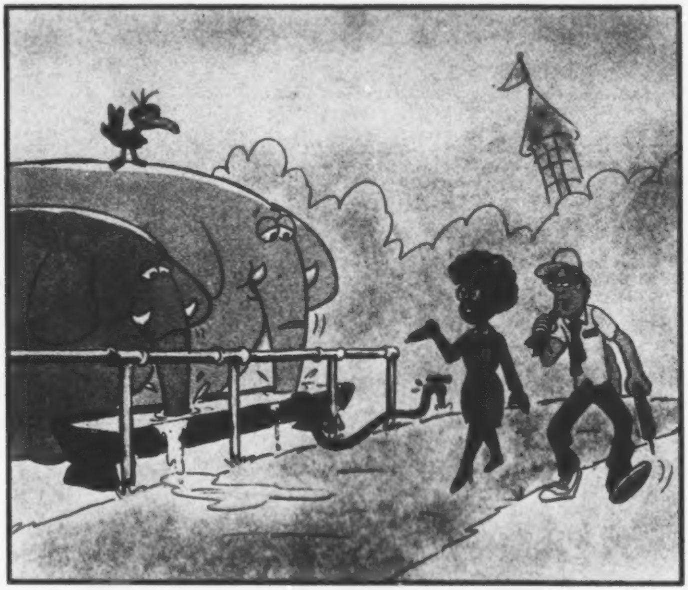
Direcciones: Busca la responsabilidad que se representa en cada dibujo.



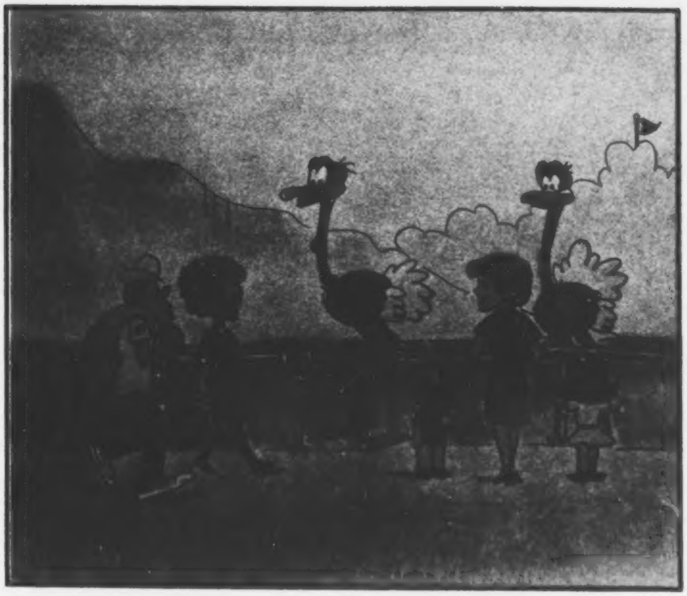
Maude le enseñó a Martín lo que tenía que hacer en su nuevo empleo.



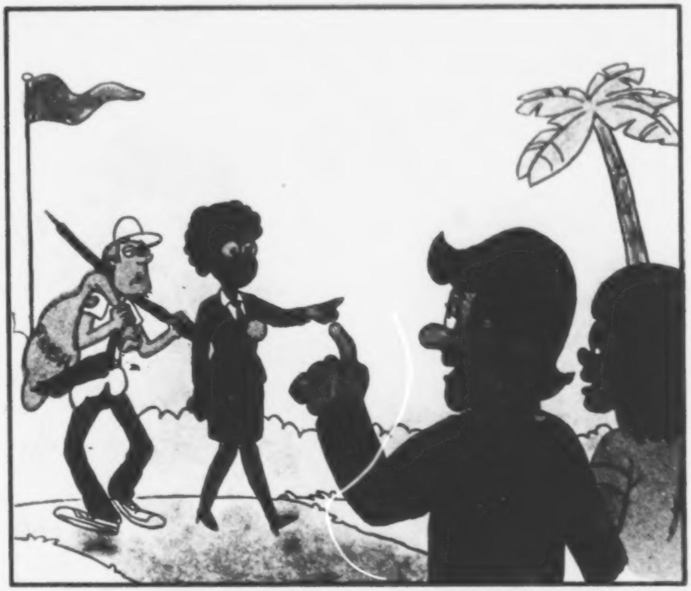
Tenía que ayudar a mantener limpio el Zoológico.



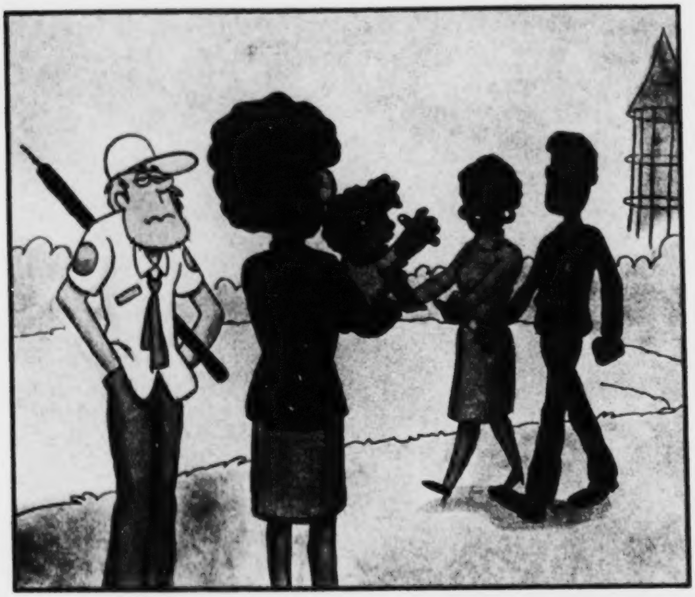
Tenía que darles agua a los elefantes.



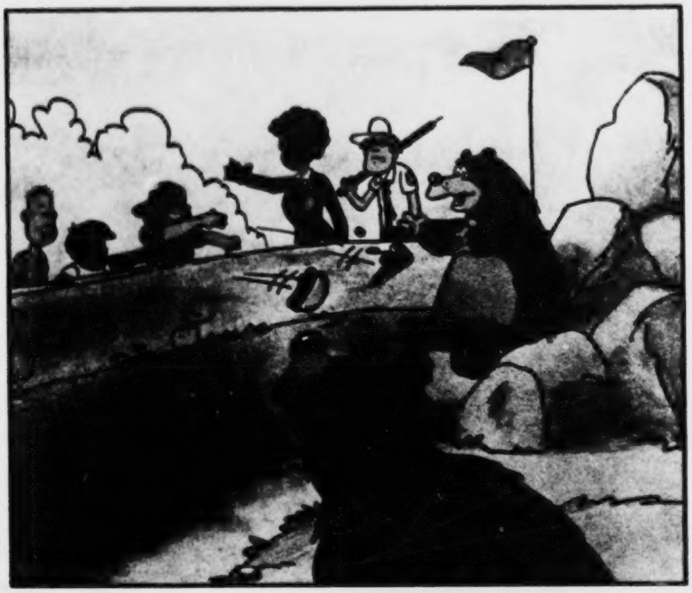
Tenía que ser cortés con los visitantes.



Maude les dijo a unas personas donde estaban los leones.



Maude ayudó a un niño a buscar a sus papás.



Maude les dijo a unos niños que no les dieran de comer a los osos.

¿Qué te parece?

1. ¿Qué responsabilidades se pueden ver en los dibujos?
2. ¿Cuál es la importancia de cada una de éstas?

¿QUÉ RESPONSABILIDADES SE VEN REPRESENTADAS AQUÍ?

Busca las responsabilidades

Direcciones: Lee las siguientes oraciones. Piensa en la responsabilidad de que trata cada una. Entonces contesta, para cada una de las oraciones, las preguntas que las siguen.

1. Mike miró a ambos lados antes de cruzar la calle por la zona de cruzar.
2. Sally le dio de comer a su hermanita.
3. Sam hizo su tarea antes de mirar la televisión.
4. La Sra. Han trabajaba para mantener a su familia.
5. Linda jugaba en el equipo de su clase. Siempre hacía lo más que podía.
6. Paul prometió verse con Ramón después de la escuela.

¿Qué te parece?

1. En todas estas oraciones, ¿quién tiene la responsabilidad?
2. ¿Cuál es la responsabilidad?
3. ¿A quién le debe esta responsabilidad?
4. ¿De dónde le vino esta responsabilidad?
5. ¿Cuál será la recompensa por cumplir con su responsabilidad?
6. ¿Qué es lo malo que podría pasar si no cumpliera con su responsabilidad?

PRIMERA UNIDAD

Ejercicio de Evaluación

Responsabilidades

Direcciones: Lee estas oraciones. Luego completa los ejercicios que las siguen.

1. La mamá de Rita le prometió dejarle ver la televisión si terminaba la tarea.
2. Rita terminó su tarea.
3. El policía le dio una multa a una persona por manejar muy rápido.
4. Los papás llevaron a Ben y a Beth a la feria.
5. Rita se sacó una A en la tarea. Paul se sacó una F porque no hizo lo que tenía que hacer.

Pon el número, o los números, de las oraciones anteriores que representan lo que dicen las siguientes:

A. Alguien que tiene una responsabilidad porque hizo una promesa. ________________

B. Alguien que tiene una responsabilidad porque le dieron una obligación. ________________

C. Alguien que tiene una responsabilidad debida a su trabajo. ________________

D. El papá o la mamá que tiene que cumplir una responsabilidad para con su hijo o para con su hija. ________________

E. Alguien que cumple con su responsabilidad. ________________

F. Alguien que no cumple con su responsabilidad. ________________

G. Alguien que recibe una recompensa por cumplir con una responsabilidad. ________________

H. Alguien que recibe un castigo por no cumplir con su responsabilidad. ________________

PRIMERA UNIDAD

Actividades de Enriquecimiento

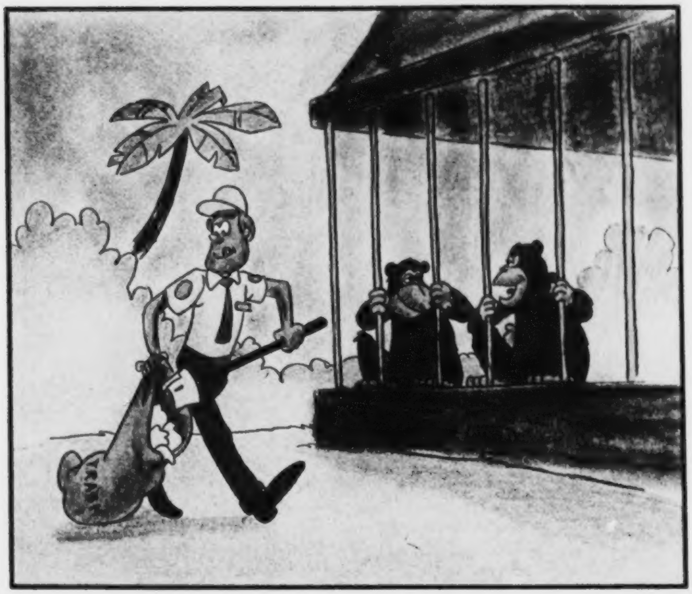
1. Pídele al maestro o a la bibliotecaria que te ayude a buscar alguna historia de alguien que cumple con su responsabilidad. Lee lo que dice y cuéntaselo a la clase.
2. Escribe un cuento o haz un dibujo de alguien que cumple con una responsabilidad. Cuéntale a la clase lo que has escrito.
3. Pídele a un adulto que te ayude a buscar en el periódico algún artículo que trate de alguien que tenga alguna responsabilidad. Pídele que te ayude a comprender lo que dice el artículo. Luego explícale a la clase lo que sabes.

SEGUNDA UNIDAD

Tercera Lección

¿Cuáles serán los beneficios y los costos de cumplir con la responsabilidad?

INTRODUCCIÓN



El tener responsabilidades puede traer buenos resultados, beneficios. Pero también puede traer problemas. Decimos que éstos son el precio, el costo, de la responsabilidad.

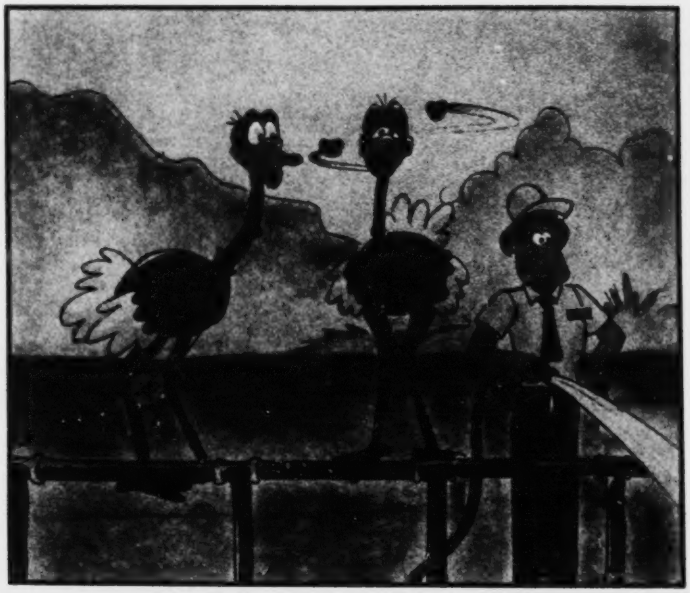
¿Qué te parece?

1. Piensa en una responsabilidad que tengas.
2. ¿Cuál es el beneficio que resulta de cumplirla?
3. ¿Cuál es el precio, el costo, que resulta de cumplirla?

¿CUÁLES SON LOS BENEFICIOS Y LOS COSTOS DE LA RESPONSABILIDAD QUE SE VEN EN LA FILMINA?

Capítulo 2: El nuevo guardián del zoológico

Direcciones: Mira el capítulo 2 de *El nuevo guardián del zoológico.* Martín se da cuenta de que la responsabilidad trae beneficios y costos. Busca cuales son.

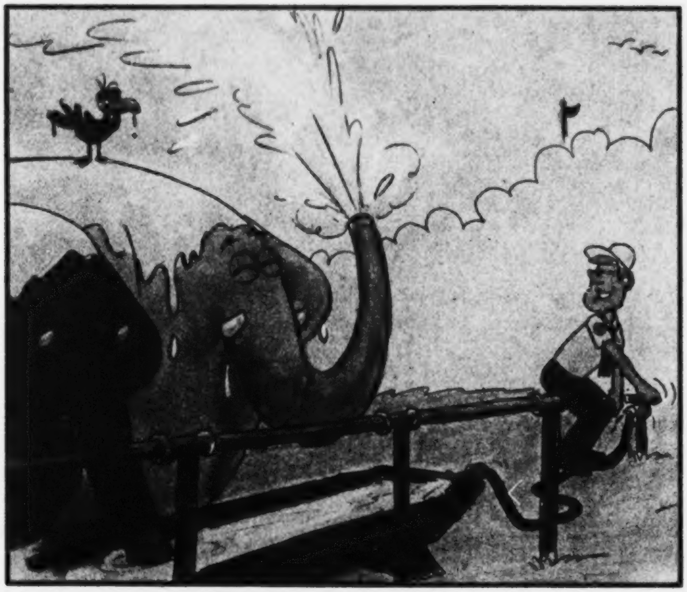


¿Qué le parecerá a Martín? ¿beneficio o costo?

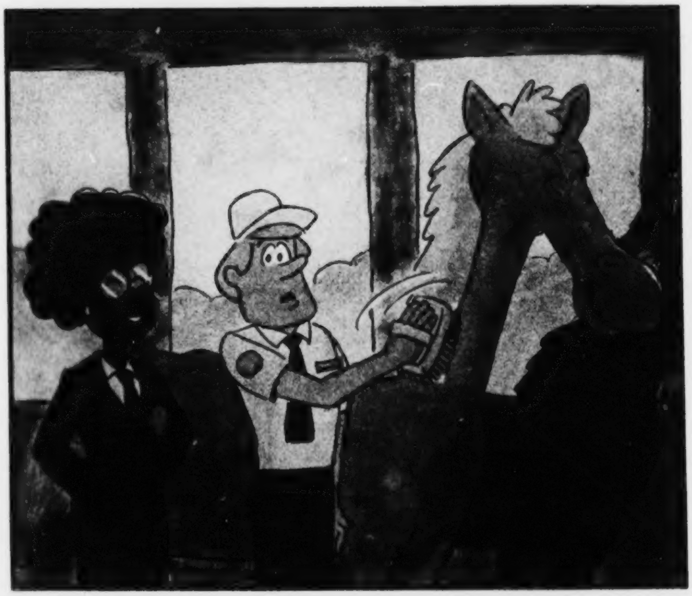
¿QUÉ LE PARECERÁ A MARTÍN?

Beneficio o Costo

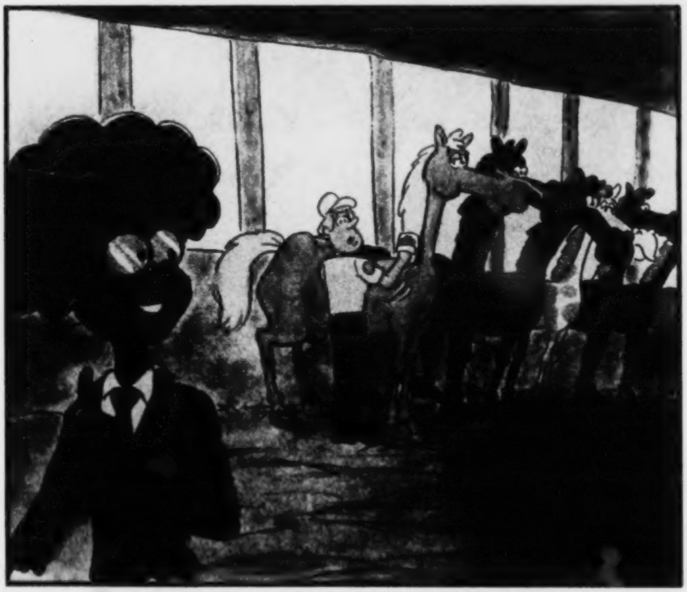
Direcciones: Busca el beneficio o el costo de la responsabilidad que se ve representada en cada dibujo.



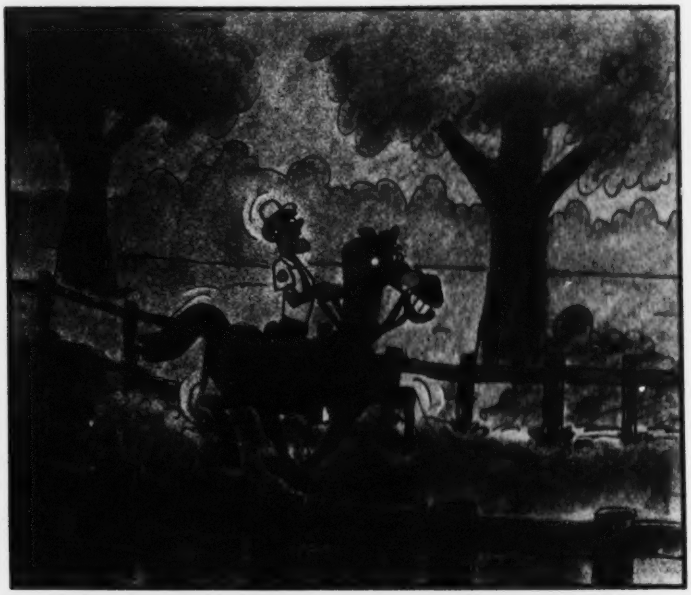
Martín cuidaba que los elefantes tuvieran bastante agua.



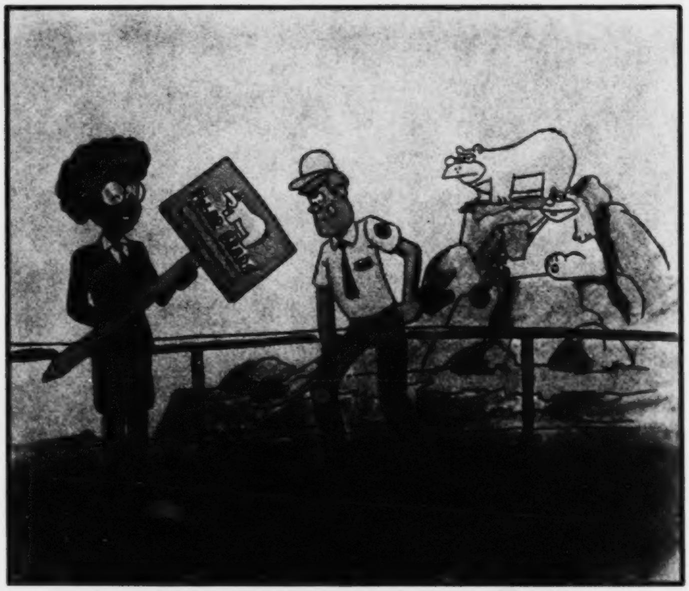
Martín tenía un poquito de miedo.



Ahora Martín tenía más trabajo.



Martín tenía permiso de montar a caballo.



Martín hizo un hoyo para poner el letrero.

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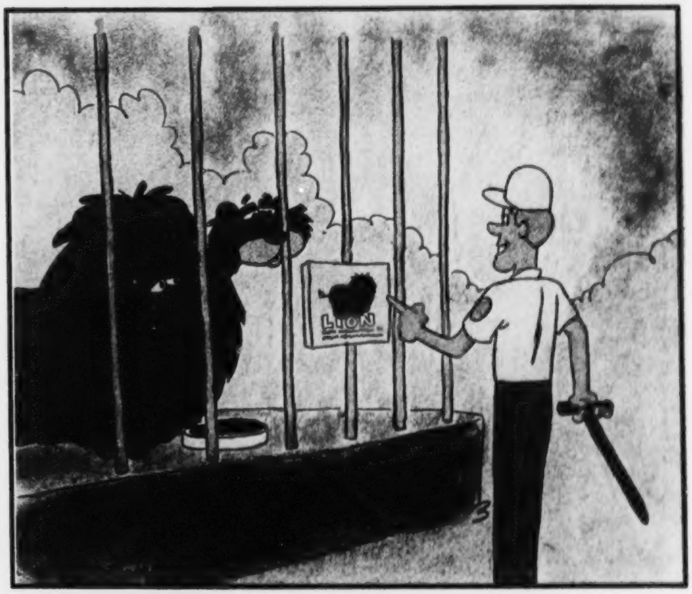
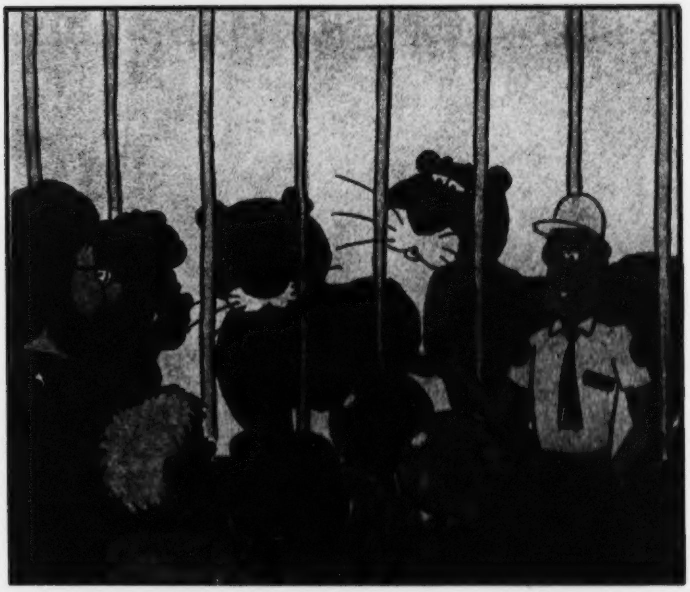


Martín podía leer lo que decían los letreros.



A Martín le gustaba contarle a la gente lo que sabía de los tigres.

La gente le decía a Martín que era un buen guía.

¿Qué te parece?

1. ¿Qué responsabilidad se ve representada en cada dibujo?
2. ¿Cuáles dibujos muestran los beneficios de cumplir con la responsabilidad?
3. ¿Qué dibujos muestran el costo de cumplir con la responsabilidad?

Cuarta Lección

¿CUÁLES SON LOS BENEFICIOS DE LA RESPONSABILIDAD? ¿Y CUÁL ES EL COSTO?

El cuidado de un perro

Direcciones: Lee el cuento. Fíjate en las responsabilidades que Charlie tendría que aceptar. Entonces contesta las preguntas que siguen.

Charlie tenía muchos deseos de tener un perro. Casi todos los días le preguntaba a su mamá cuando le daría uno.

Su mamá le dijo, -No sé si podrás hacerte cargo de un perro.

-¿Qué tendría que hacer?- preguntó Charlie.

Su mamá dijo, -Aquí tengo una lista de las responsabilidades. Si tuvieras un perro, tendrías que encargarte de todo esto.

Charlie leyó la lista, decía:

1. Dar de comer al perro todos los días.
2. Ver que el perro siempre tenga agua.
3. Cepillarlo y limpiarlo.
4. Ver que el perro no dañe los muebles u otras cosas en la casa.
5. Limpiar si el perro ensucia.
6. Enseñarle a que se porte bien.
7. Darle al perro la atención que necesite para estar contento y en buena salud.

-Esto es mucho trabajo,- dijo Charlie.

-Sí,- dijo la mamá, -y tendrías que hacerlo todos los días. Ya tienes bastante que hacer y yo no podría cuidarte un perro.

-¿En verdad que quieres un perro?- le preguntó la mamá. -¿Podrías hacerte cargo de todas estas responsabilidades?

-Tengo muchos deseos de tener un perro,- dijo Charlie, -pero no sé si podría aceptar tantas responsabilidades.

¿Qué te parece?

1. ¿Qué responsabilidades tendría que aceptar Charlie?
2. ¿Qué sería lo bueno, el beneficio, de cumplir estas responsabilidades?
3. ¿Qué sería lo malo, el costo, de estas responsabilidades?
4. Si tú fueras Charlie, ¿qué harías? ¿por qué?

SEGUNDA UNIDAD

Ejercicios de Evaluación

Tú decide

Direcciones: Lee el cuento y contesta las preguntas que siguen.

Lucy le pidió dinero a su mamá para ir al cine con unas amigas. Su mamá le dijo, -Ya tienes diez años. Es hora de que aprendas el valor del dinero. ¿Por qué no tratas de ganarte ese dinero?

-¿Y cómo puedo hacer eso?- preguntó Lucy.

-Trabaja para la señora Benson, la vecina,- dijo la mamá. -Ayer me preguntó si le podrías cuidar al bebé.

A Lucy le gustaba el bebé de la Sra. Benson. Le gustaba jugar con él. Le gustaba vestirlo y darle de comer. Pero no le gustaba cambiarle los pañales. Fue a la casa de la Sra. Benson y tocó la puerta.

-Mi mamá dice que Ud. necesita alguien que le ayude a cuidar al niño,- dijo Lucy.

-Sí,- dijo la Sra. Benson. -Ya sabes cuanto le gusta que juegues con él. ¿Podrías cuidármelo? Necesito a alguien todos los jueves por la tarde y los sábados por la mañana. Te pagaría un dólar por hora si me lo cuidaras bien.

¡Un dólar por hora! Ganaría más de cinco dólares por semana. Eso era bastante dinero, pensó Lucy.

Pero Lucy también pensó que no podría ir al cine con sus amigas los sábados por la mañana. Tampoco podría jugar los jueves por la tarde. Le gustaría ganar dinero, pero no sabía si podría aceptar la responsabilidad de un trabajo.

¿Qué te parece?

1. ¿Cuáles serían las responsabilidades de Lucy?
2. ¿Cuáles serían los beneficios de cumplir con estas responsabilidades?
3. ¿Cuál sería el costo de estas responsabilidades?
4. Si tú fueras Lucy, ¿qué harías? ¿Por qué?

SEGUNDA UNIDAD

Actividades de Enriquecimiento

1. Habla con alguien que trabaje. Pídele que te diga las responsabilidades que tiene. Pídele que te cuente cuales son los beneficios y los problemas que traen estas responsabilidades. Cuéntale a la clase lo que te ha dicho.
2. Pídele a alguien de tu familia que te ayude a leer el periódico. Busca artículos que traten de la responsabilidad. Piensa en los beneficios y en lo que cuesta esta responsabilidad. Cuéntale a la clase lo que has leído.
3. Haz una lista de tres responsabilidades que tengas. Escribe los beneficios y lo que cuesta cada una. Explícale a la clase lo que haces.
4. Escribe un cuento o haz un dibujo de alguien que cumple una responsabilidad. Explica los beneficios y el costo de la responsabilidad.

TERCERA UNIDAD

Quinta Lección

¿Cómo decidir que responsabilidades cumplir?

INTRODUCCIÓN

Martín tiene que hacer una decisión.

A veces hay que decidir si uno debe o no debe aceptar una responsabilidad.

A veces hay muchas responsabilidades que cumplir al mismo tiempo. Entonces hay que decidir que responsabilidad se cumple primero.

A veces hay que escoger entre algunas responsabilidades.

¿Qué te parece?

1. Cuenta de alguna vez en que tuviste que decidir si aceptar una responsabilidad. ¿Qué decidiste? ¿Por qué decidiste eso?
2. Cuenta de alguna vez en que hayas tenido muchas responsabilidades que cumplir. ¿Qué hiciste? ¿Cómo decidiste lo que tenías que hacer?

¿QUÉ SE DEBE CONSIDERAR ANTES DE ACEPTAR UNA RESPONSABILIDAD?

Capítulo 3: El nuevo guardián del zoológico

Direcciones: Ve el capítulo 3 de *El nuevo guardián del zoológico*. Martín tiene que decidir si debe o no debe aceptar nuevas responsabilidades. Trata de saber lo que él piensa antes de decidirse.

¿Qué decidirá Martín?

¿QUÉ PENSABA MARTÍN?

Lo que hay que considerar

Direcciones: Fíjate en lo que Martín tenía que pensar antes de decidirse.

El Sr. Hobbs le ofreció un nuevo empleo a Martín. Manejaría el autobús del zoológico.

A Martín le gustaba el trabajo que tenía.

Tendría que trabajar los sábados y los domingos.

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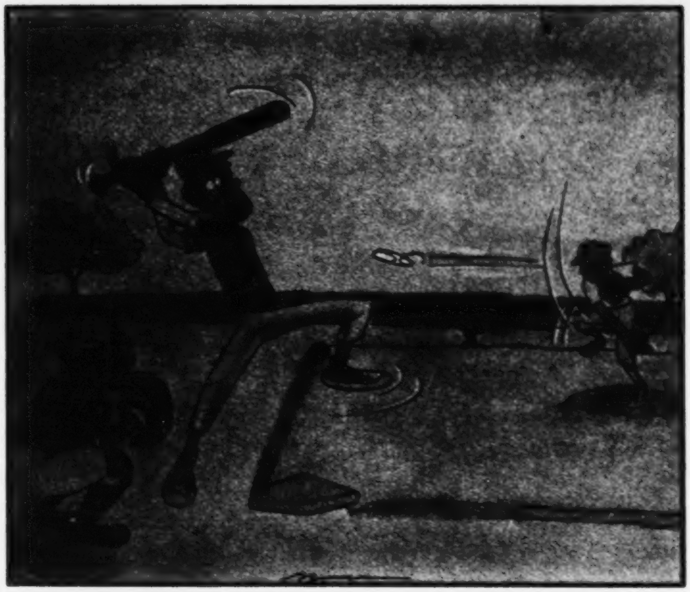
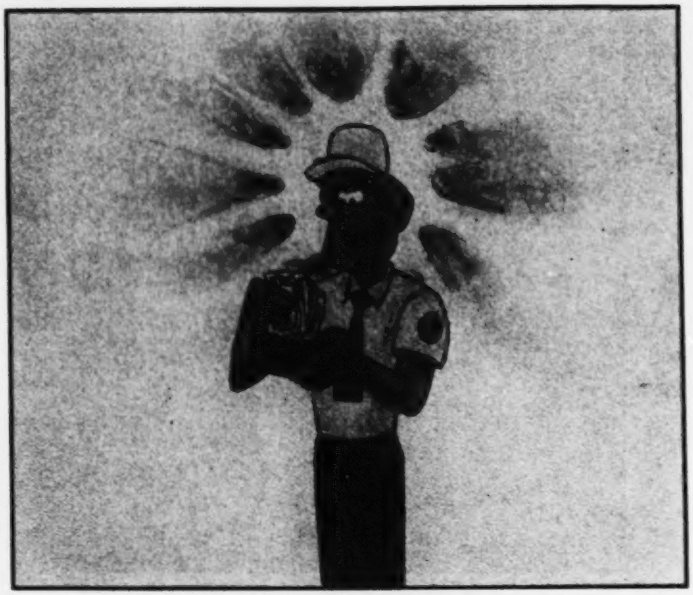
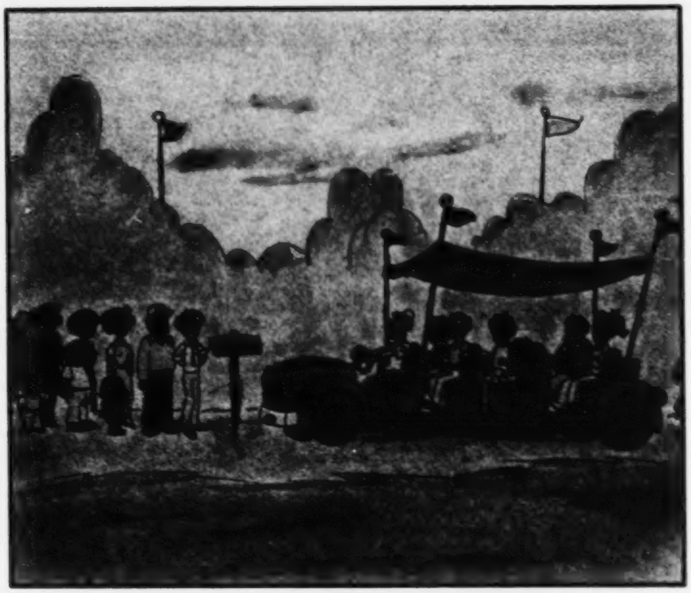
Tendría que tomar una clase para saber más de los animales.



No podría jugar con su equipo los sábados.



Ganaría más dinero.



El nuevo empleo sería interesante.

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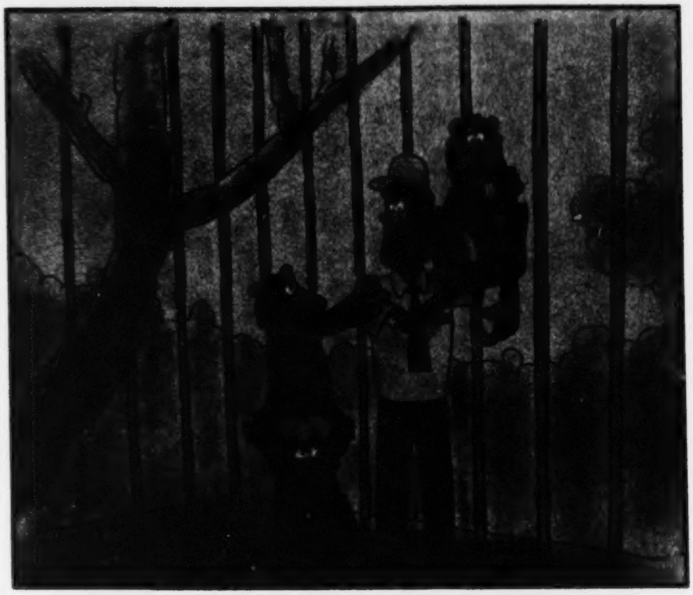
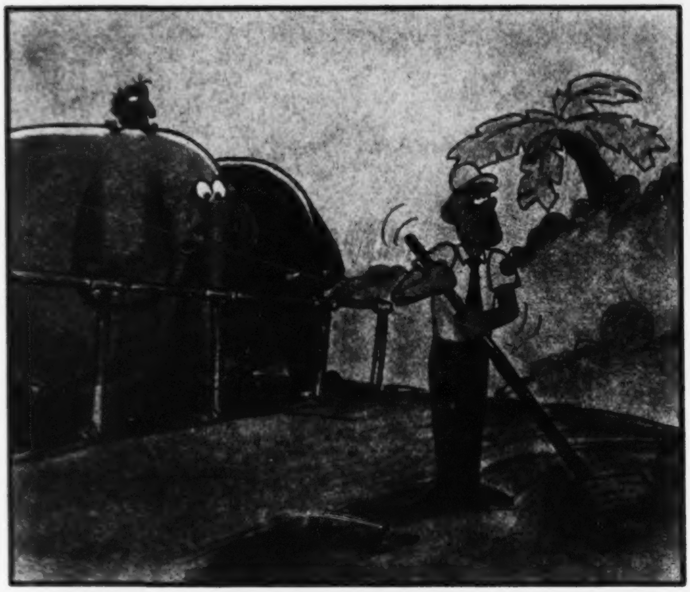


No podría darles la comida a sus amigos, los animales, tantas veces como antes.



Martín no sabía que hacer.

¿Qué te parece?

1. ¿Cuáles eran las nuevas responsabilidades que Martín tendría que aceptar?
2. ¿En qué pensó Martín antes de decidirse?
3. Si tú fueras Martín, ¿aceptarías la nueva responsabilidad? ¿por qué?

Sexta Lección

EN ESTE CUENTO, ¿QUÉ RESPONSABILIDADES SE DEBEN CUMPLIR?

La película del sábado

Direcciones: Lee el cuento y contesta las preguntas que siguen.

Jane tenía 8 años. Le gustaba ir al cine con sus amigas los sábados por la mañana. A veces su mamá le decía que también llevara a su hermanito y a su prima. David, su hermano, tenía cinco años. Shirley, su prima, tenía seis.

Un sábado la mamá le pidió que llevara a David y a Shirley. En el cine Jane compró palomitas de maíz para los tres. Se sentaron a ver la película.

Primero vieron un corto de dibujos animados. Entonces empezó la película. Aunque era cómica, también tenía fantasmas. A David le dio miedo. Se asustó mucho y empezó a llorar. Quería regresarse a casa.

A Jane y a Shirley la película les parecía graciosa. No les daba miedo. Querían verla entera. Pero Jane sabía que David estaba muy asustado. Si veía toda la película no iba a poder dormir por la noche.

Jane tenía que decidir si salirse del cine y llevar a David a casa. Shirley no quería irse. Decía que si Jane se iba ella tambíen tendría que salir. No quería quedarse sola. Jane no sabía que hacer. Se sentía responsable de los dos niños. Además, ella también quería ver el resto de la película.

¿Qué te parece?

1. ¿Qué responsabilidades tiene Jane?
2. ¿A quiénes les debe estas responsabilidades?
3. Contesta las siguientes preguntas sobre cada una de las responsabilidades que tiene Jane.
    a. ¿Qué pasará si cumple con la responsabilidad?
    b. ¿Cuáles serían los beneficios de cumplirla? ¿y el costo?
    c. ¿Qué pasará si no cumple con su responsabilidad?
    d. ¿Tiene que cumplir con la responsabilidad en seguida?
    e. ¿Es esta responsabilidad más importante que otras responsabilidades?
    f. Además de la responsabilidad, ¿hay otras cosas importantes que Jane debe considerar?
    g. ¿Qué más podría hacer Jane para resolver el problema?

¿Qué debería hacer Jane en esta situación?

¿Qué te ha pasado a ti que se parezca al problema de Jane? ¿Cómo decidiste lo que tenías que hacer?

TERCERA UNIDAD

Ejercicios de Evaluación

Representante al concejo estudiantil

Direcciones: Lee el cuento y contesta las preguntas que siguen.

La escuela Baker tenía un Concejo Estudiantil. Todas las clases, del kínder al sexto grado, elegían a dos alumnos como representantes al Concejo Estudiantil. En todas las clases antes de la elección los maestros explicaban las responsabilidades de los representantes. Estos tenían que:

1. Llegar a la escuela una hora antes todos los lunes para las reuniones.
2. Reunirse con la clase todas las semanas para saber lo que la clase quería que hiciera el Concejo y para decirles a los niños lo que hacían en el Concejo.
3. Votar en el Concejo Estudiantil.
4. Antes de votar pensar en:
   a. Lo que la mayoría de la clase quería y
   b. El modo de votar más apropiado si no estaba de acuerdo con la clase.
5. Después de la escuela hacer los trabajos del Concejo Estudiantil.

Imagínate que a ti te interesara ser miembro del Concejo. Primero contesta las siguientes preguntas para cada una de las responsabilidades. Y luego explica por qué te gustaría o no te gustaría ser representante.

1. ¿Qué pasaría si tú cumplieras con la responsabilidad?
    a. Entre todo, ¿cuáles serían los beneficios?
    b. ¿Cuáles serían costos?
2. ¿Qué pasaría si faltaras a la responsabilidad?
3. ¿Cuánto tiempo tomaría cumplir con la responsabilidad?
4. ¿Estás listo para aceptar la responsabilidad?
5. ¿Es importante la responsabilidad?
6. ¿Tienes otras cosas más importantes que esta responsabilidad?
7. ¿Qué harías? ¿por qué?

TERCERA UNIDAD

Actividades de Enriquecimiento

1. Haz una lista de las responsabilidades que ya tienes. Después escribe otras responsabilidades que podrías añadir si quisieras. Escribe el número 1 al lado de la responsabilidad que podrías cumplir primero. Escribe un 2 al lado de la que podrías hacer después, después un 3 etc. Explica por qué has puesto unas antes que otras. Si te parece que algunas no deben cumplirse, explica por que.
2. Habla con alguien que trabaje. Dile que te explique cuales son sus responsabilidades. Pídele que te diga como decide la responsabilidad que debe cumplir primero, o después, o a la que tenga que faltar.
3. Pídele al maestro o a la bibliotecaria que te ayude a buscar un cuento de alguien que tiene que decidir si debe o no debe aceptar una responsabilidad. Lee el cuento y explícaselo a la clase.

¿Quién es responsable?

INTRODUCCIÓN

El zoológico de los animalitos era un gran éxito.

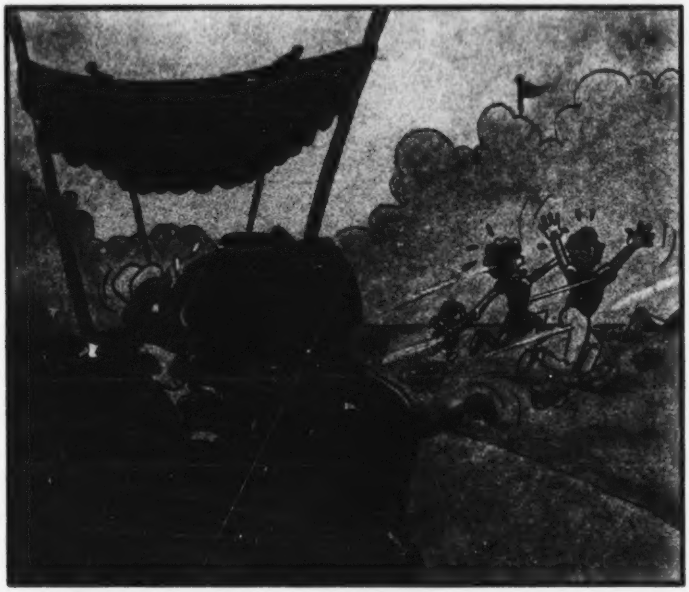
A veces hay que saber quien es responsable de algo que ha pasado.

1. Cuenta de alguna vez en que alguien fue responsable de que pasara algo bueno.
2. Cuenta de alguna vez en que alguien fue responsable de que pasara algo malo.
3. ¿Cómo se podrá decidir si alguien es responsable de algo que ha pasado?

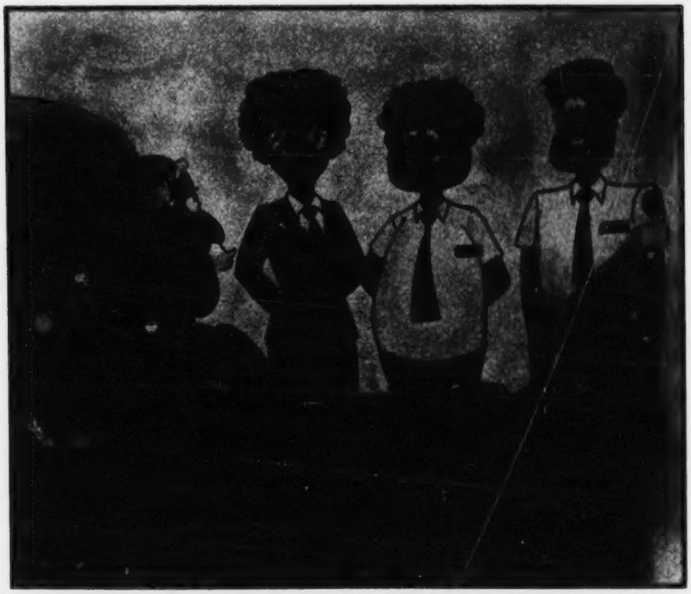
¿CÓMO DECIDIR SI ALGUIEN ES RESPONSABLE?

Capítulo 4: El nuevo guardián del zoológico

Direcciones: Ve el capítulo 4 de la filmina *El nuevo guardián del zoológico*. Un león se sale de su jaula. Fíjate en la película para que veas quien es responsable de esto. Luego decide quienes son responsables del gran éxito del zoológico.



¿Quién fue responsable de que Leo se escapara?



¿Quién era responsable del éxito del zoológico?

¿QUIÉN FUE RESPONSABLE?

¡Se escapó el leon!

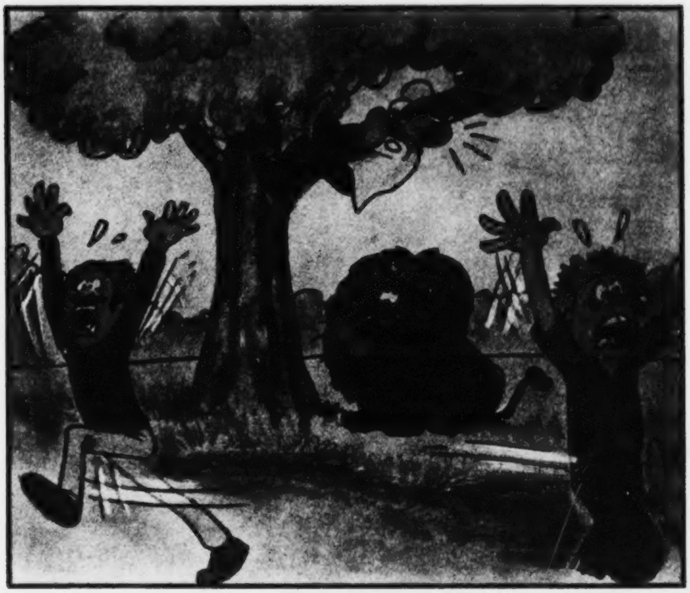
Direcciones: Mira los dibujos de la filmina. Piensa y decide quien fue responsable de que el león se escapara.

Bruce no trabajaba mucho.

Bruce era muy descuidado.

El león dio un salto por la puerta y se salió.

47



La gente se asustó.

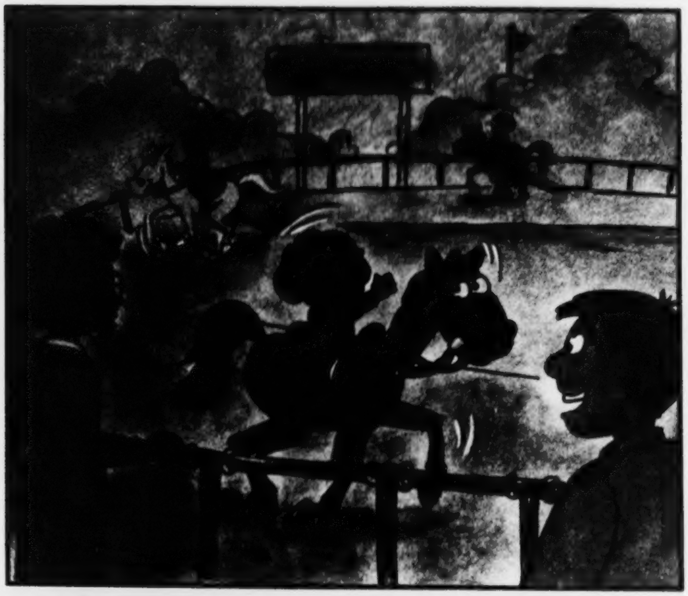
¿Qué te parece?

1. ¿Quién dejó que Leo se escapara?
2. ¿Lo hizo de intento?
3. ¿Lo hizo por descuido?
4. ¿Sabía lo que pasaría si dejaba la puerta abierta?
5. ¿Tenía la obligación de ver que la puerta estuviera cerrada?
6. ¿Se puede excusar lo que hizo?
7. ¿Es responsable de que Leo se escapara?
8. ¿Hay alguien más que también sea algo responsable? ¿Quién? ¿Por qué?

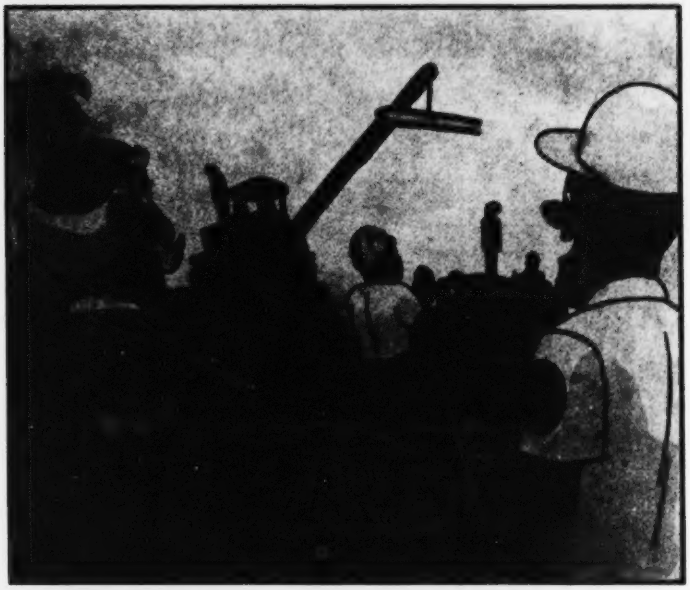
El éxito del zoológico

Direcciones: Mira estos dibujos de la filmina. Entonces decide quién fue responsable del éxito del zoológico.

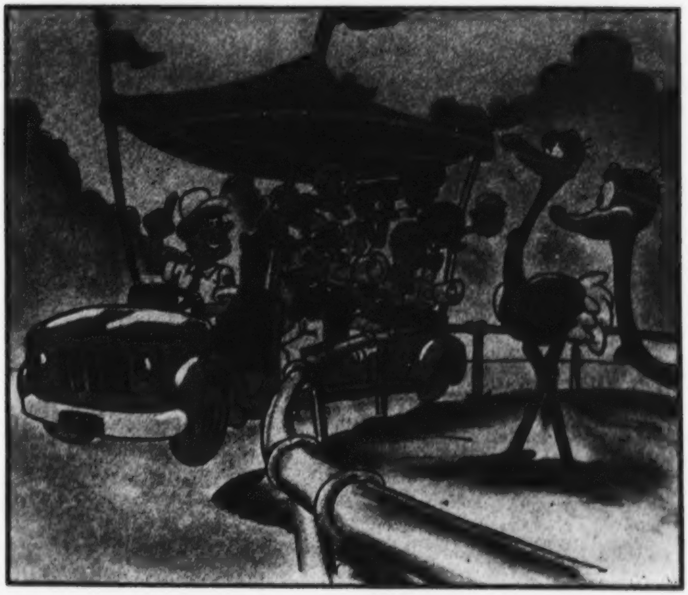
Bruce aprendió su lección. Trabajaba mucho.
Mantenía todo limpio. Cuidaba bien a los animales.



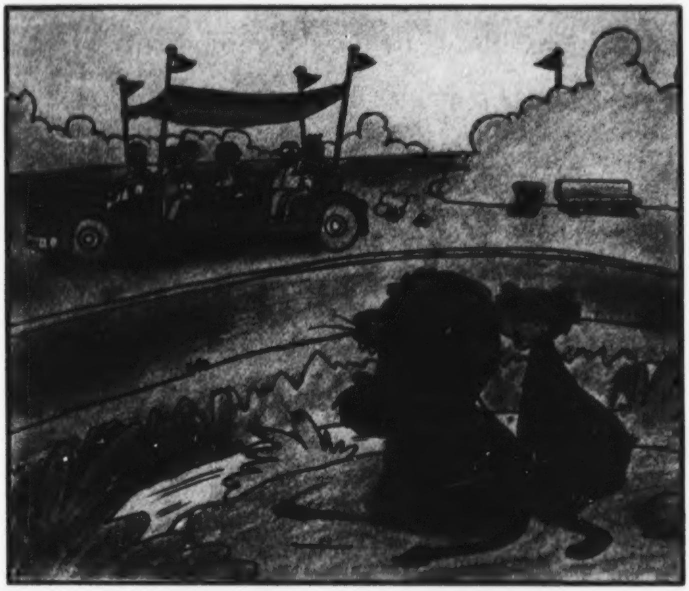
Maude ayudaba en la pista de los ponis.
Los niños se divertían mucho.



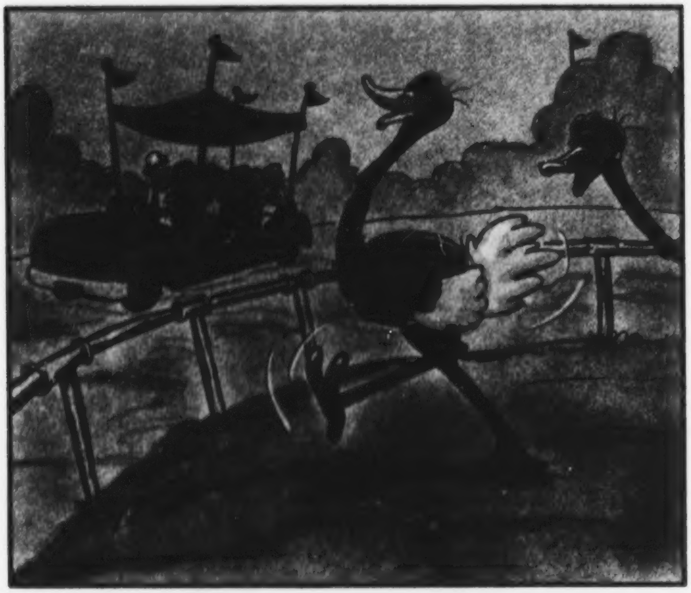
El Sr. Hobbs era el jefe. Hizo que agrandaran el zoológico,
que trajeran más animales.



Martín paseaba a los visitantes. Les hablaba de los animales.



Leo rugía para el público.



Stan y Sally se daban gusto divirtiendo.

¿Qué te parece?

1. ¿Quiénes eran responsables del éxito del zoológico?
2. ¿Se les debe más a unas personas que a otras? ¿Por qué?

¿QUIÉN FUE RESPONSABLE?

Propiedad privada

Direcciones: Lee este cuento y contesta las preguntas que siguen.

Ray Dart tenía nueve años. Su papá y su mamá trabajaban. No volvían a casa hasta la hora de la comida. Durante la tarde Ray se cuidaba solo. A veces jugaba solo. Otras veces jugaba con otros niños del vecindario.

Empezó a meterse en líos por las tardes. Algunas veces se ponía a pelear. Otras veces dañaba cosas ajenas. Él no les contaba a sus papás lo que pasaba. Pero un vecino les dijo una vez que Ray se estaba metiendo en líos. Ellos no le prestaron mucha atención. Dijeron que eso era lo que pasaba a la edad de Ray.

Una tarde Ray estaba jugando con Jed Brown, un niño menor que él, de seis años. Ray sabía que unos vecinos, los Baker, estaban de vacaciones. Ray llevó a Ted a jugar al jardín de los Baker. Cuando Jed le preguntó si estaba bien hacer eso, Ray le contestó, -Claro, Yo siempre juego aquí.

Los dos niños jugaron allí un buen rato. Jugaron a las escondidas. Ray se escondió entre las flores y aplastó algunas de las rosas premiadas de los vecinos. Entonces los niños encontraron una pelota y empezaron a tirársela.

Ray se puso enfrente de la ventana y le dijo a Jed que le tirara la pelota lo más fuerte que pudiera. Ray se agachó y la pelota dio en la ventana y la rompió. -La rompiste,- le dijo a Jed. -Vámonos de aquí, alguien puede habernos oído.

Los Baker volvieron al día siguiente. Cuando vieron lo que les había pasado a las flores y a la ventana, se enojaron mucho. Les preguntaron a los vecinos si habían visto a alguien en su patio. Cuando le preguntaron a Ray, él les dijo que Jed había roto la ventana.

¿Qué te parece?

1. ¿Quiénes son las personas responsables del daño a las flores y a la ventana.
2. ¿Quién causó el daño de las flores y la ventana?
3. Contesta estas preguntas acerca de cada una de las personas que causaron el daño:
   a. ¿Causó el daño de intento? ¿cómo?
   b. ¿Causó el daño por descuido? ¿cómo?
   c. ¿Sabía lo que pasaría? ¿Debería haber sabido? ¿por qué?
4. ¿Podrían los responsables del daño haberse portado de una manera diferente?
5. De las personas que podrían ser responsables, ¿hay alguien a quien se pueda excusar?
6. ¿A quién debe hacerse responsable del daño?
7. ¿De qué situaciones como ésta sabes tú? ¿Quién fue responsable? ¿por qué?

CUARTA UNIDAD

Ejercicios de Evaluación

El concurso del mejor cartel

Direcciones: Lee el cuento y contesta las preguntas que siguen.

La escuela Parquer iba a tener una recepción para el público. El director decidió tener un concurso. Dijo que le daría un premio al que pintara el mejor cartel para la recepción.

Los alumnos de muchas clases decidieron hacer carteles. Una niña y dos niños de la clase de la Sra. Thomas decidieron hacerlo juntos. Eran Miko, Ed y Jaime. Miko tenía una idea muy buena para el cartel pero no era muy artística. Ed era buen artista.

Miko le dio la idea para el dibujo a Ed. El la dibujó con un lápiz. Jaime tenía ideas de lo que el cartel debía decir. Ed escribió en el cartel las palabras que le dijo. Después de hacer el dibujo y las letras, Ed pidió que le ayudaran a pintar el cartel. Miko se ofreció a mezclar las pinturas, pero no se atrevía a pintar. Ella los miraba mientras ellos pintaban.

El día del concurso el cartel creado por estos tres niños ganó el primer premio. El director miró a los niños y preguntó, -¿Quién es el autor del cartel?

Miko, Ed y Jaime se miraron. ¿Quién era responsable del cartel que ganó el concurso?

¿Qué te parece?

1. ¿Quiénes serán responsables?
2. ¿Quién creó o ayudó a crear el cartel? ¿Se le debería dar más crédito a alguien? ¿por qué?
3. ¿Quién es responsable del cartel que ganó el concurso?

CUARTA UNIDAD

Actividades de Enriquecimiento

1. Escribe un pequeño cuento de alguien que hace algo bueno o malo. Explica por qué es esta persona responsable de esto. Cuéntale el cuento a la clase.
2. Pídele a alguien que te ayude a leer el periódico. Busca historias de personas que sean responsables de algo bueno o malo. Cuéntale a la clase lo que has leído.
3. Pídele al maestro que explique lo que hace para decidir que alumno es responsable de algo bueno o algo malo que ha hecho.

LAW IN A FREE SOCIETY

A civic education project of the Center for Civic Education,
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RESPONSABILIDAD

RESPONSIBILITY

LAW IN A FREE SOCIETY II

TEACHER'S EDITION

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RESPONSABILIDAD

RESPONSIBILITY

Teacher's Edition

Level II

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This Spanish-language edition has been prepared under Grant #85-JS-CX-0009(S-3) from the Office of Juvenile Justice Delinquency Prevention, Office of Justice Assistance, Research and Statistics, U.S. Department of Justice. Points of view or opinions in this document are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

ISBN 0-8918-121-6

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The development of these materials has been aided by the participation and assistance of elementary and secondary teachers participating in Law in a Free Society field testing programs throughout California and other states.

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Preface

What is the Law in a Free Society project?

Law in a Free Society is a civic education project of the Center for Civic Education, a California nonprofit corporation established by and affiliated with the State Bar of California. The project is conducted with the cooperation of faculty of the University of California and other institutions of higher learning, school districts, bar and judges' associations, and other organizations, groups and agencies in California and throughout the United States.

The project's principal task is the development and dissemination of new curricula in civic education. To aid educators to meet the challenge of preparing youth for informed and responsible citizenship, Law in a Free Society offers a variety of materials and services, including K-12 multimedia classroom materials, teacher training materials, and assistance in staff and program development.

What are some of the essential characteristics of the Law in a Free Society curriculum?

The Law in a Free Society curriculum is based on eight concepts fundamental to an understanding of our constitutional democracy: **Authority, Responsibility, Privacy, Justice, Participation, Property, Diversity,** and **Freedom**. The curriculum is interdisciplinary, drawing from, rather that focusing on, the teaching of specific disciplines such as political science, economics, sociology, anthropology, psychology, law, and philosophy. This approach has facilitated the development of a curriculum particulary suited for civic education programs for elementary and secondary schools.

Since understanding and attitudes develop at an early age, the Law in a Free Society instructional units begin in kindergarten and progress in scope and complexity through six levels, from Level I for kindergarten-grade 1 to Level VI for grades 10-12. The program has been developed so it can be integrated into social studies and humanities curricula at all levels.

What are the principal objectives of the project?

The project's programs are intended to promote among students the development of (1) an increased understanding of the institutions of our constitutional democracy and the fundamental principles and values upon which they were founded, (2) the skills necessary to participate as effective and responsible citizens, and (3) an understanding of and willingness to use democratic processes when participating in making decisions and managing conflict.

What rationale underlies the Law in a Free Society project?

A constitutional democracy, more than any other form of government, presupposes and depends upon an enlightened and responsible citizenry. A fundamental hypothesis underlying the Law in a Free Society project is that education can increase a person's capacity and inclination to act knowledgeably, effectively, and responsibly. It follows that the role of educational institutions must be to help students increase their capacity to make intelligent choices for themselves. The alternative, indoctrination in "correct" behavior, is an improper role for educational institutions to play in a free society and one which has had, in general, the opposite effect of that which its proponents predicted.

This position is consistent with the responsibility of public schools in a free society to maintain an environment in which there is respect for the dignity of human beings, legitimate authority, a rule of law including due process of law, equal opportunities for students to grow and develop, and open inquiry and debate.

We believe that learning experiences provided by our curriculum based upon this philosophy result in significant progress toward students' development of a rational and profound commitment to those principles, processes, and values essential to the preservation and improvement of our free society.

The **English-Spanish Bilingual Edition** has been created to provide Spanish-speaking students of limited English proficiency with an opportunity to participate in the instructional activities described. This edition has been developed on the assumption that the explanation of concepts in Spanish will help students achieve the "comprehensible input" required to enhance English language acquisition.

Introduction

A political cartoon drawn in 1963 by Bill Mauldin shows a hand labeled "NEW NATIONS" holding up a large, juicy apple labeled "FREEDOM." Poking its fat body and grinning face from a hole in the center of the apple is a worm labeled "RESPONSIBILITY." Mauldin's caption reads, "It's a package deal." Though not ordinarily viewed as an unpleasant worm, responsibility as a concept rarely evokes relish or excitement. The term has a certain weightiness that causes public speakers to avoid it; even politicians use it sparingly nd somewhat loosely. But it would be a mistake to refrain from considering a concept merely because it appears distasteful. The "worm" of responsibility, if it can be considered a worm at all, may prove as rewarding to consider as the apple itself.

This curriculum presents an overview of responsibility as a concept intrinsic not only to a democratic society but also to society itself. If individuals fail to exercise or assume personal responsibility, and there is nothing to take its place, society as an entity no longer exists; there is left merely a collection of separate unbridled individuals. If, on the other hand, responsibility for personal actions is taken away from the private individual and turned over to others, it is a tacit admission that ordinary individuals cannot or should not control their own destiny and are, therefore, not free.

Against such a background, this curriculum has been developed to provide students with an increased awareness of the importance of responsibility in their own lives and its place in contemporary society, and to encourage their capacity and inclination to deal with issues of responsibility effectively and wisely.

The conceptual organization of the Responsibility curriculum

The curriculum is organized around topical questions that provide a systematic approach to the analysis and evaluation of responsibility in its social, political, and legal aspects. A subject as complex as responsibility can be approached in a number of ways. The approach reflected in this curriculum is intended as a practical means of organizing learning experiences for students from kindergarten through twelfth grade.* Materials for instruction are provided at six levels of complexity: Level I (Kindergarten/Grade 1), Level II (Grades 2-3), Level III (Grades 5-6), Level V (Grades 7-9), and Level VI (Grades 10-12).

The outline of the Responsibility curriculum that follows is designed to provide teachers with an overview of its entire conceptual framework. However, it should be understood that not all elements of the curriculum are found in the lessons which are provided for this instructional level. The material covered in each unit at this level is summarized in the UNIT OVERVIEW which precedes the unit in this teacher's edition.

Unit One—What is responsibility?

The purposes of this unit are to help students understand the importance of responsibility to society and the individual, the numerous sources from which responsibility arises, and the varied ways in which responsibility is enforced in society. This unit is also intended to provide students with some of the knowledge and skill needed to analyze issues of responsibility raised in the succeeding units.

The words "responsible" and "responsibility" are used commonly to refer to a number of related but distinguishable ideas. In this unit, a working definition of responsibility useful for the purposes of Units One, Two, and Three of this curriculum, is introduced. (In Unit Four, a different aspect of responsibility is involved.) The working definition is as follows: **a responsibility is an obligation or a duty to do a particular thing or not to do a particular thing**.

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*The treatment of the subject of responsibility in the curriculum is not intended to be exhaustive; many important and interesting questions related to responsibility have been left out because classroom time is usually limited, and because material must be kept within reasonable levels of difficulty for the students. Also, some of the omitted questions are addressed in the curricula concerning other concepts, such as Authority, Justice, and Freedom.

The questions and topics that are covered represent those which, in our judgment, are important for most students to deal with in terms of their own experiences and daily life and their particular level of maturity. Teachers interested in expanding the course of study beyond the content of the lessons provided may be assisted by the enrichment activities which follow each lesson and by the project's teacher-training materials on each of the concepts.

Responsibilities are acquired from one or more **sources**. These include: upbringing, promises, assignment, appointment, occupation or role, law, custom, and moral or civic principles. Whatever the source, some responsibilities are freely chosen, some are imposed in one way or another, and some are assumed without conscious or deliberate thought.

Responsibilities are often enforced by sanctions, both positive and negative. In this curriculum, we have selected the terms "rewards" and "penalties" to use in place of "positive sanctions" and "negative sanctions." **Rewards** for fulfilling responsibilities are numerous. They include those that come from within, such as feelings of satisfaction and increased self-esteem; gains in knowledge, skills, and experience; acceptance, approval, and praise from others; increased recognition or status; independence; and payments or awards in some form. **Penalties** for failing to fulfill responsibilities range from self-criticism or feelings of shame or guilt, to blame from others, physical punishment, loss of privilege or status (economic, political, or social), fines or imprisonment, monetary damages, or the requirement to make restitution.

Unit Two—What might be some benefits and costs of fulfilling responsibilities?

Fulfillment of responsibility usually involves both benefits and costs. It is often important to take such benefits and costs into account in order to decide whether or not to take on a particular responsibility or to decide which responsibility should be given priority over others.

There are, of course, numerous potential benefits and costs of fulfilling responsibility. A sampling of the types of benefits and costs to look for in teaching this unit is given in the list below. Some of the listed items are not included in the Unit Two lessons, but the entire list is provided as a guide for class discussion and extended activities. Among the potential **benefits** of the fulfillment of responsibility are the following:

1. Predictability—When people consistently assume and fulfill responsibility in a particular situation, others may anticipate this behavior and guide their own behavior accordingly.
2. Security—Being able to predict or assume that individuals will fulfill certain responsibilities enables those affected or involved to feel secure.
3. Efficiency—When a number of people are fulfilling responsibilities on related and interdependent tasks, work may be accomplished more efficiently.
4. Cooperation—When all people working together on a task fulfill their responsibilities, cooperation is enhanced.
5. Fair distribution of benefits and burdens—If the benefits and burdens of responsibility are fairly distributed to begin with, and each individual fulfills his or her responsibility, it is less likely that some individuals will have more, or less, than their fair share.
6. Community spirit—If all members of a group fulfill their group responsibilities, a sense of community spirit or group pride is likely to develop.
7. Rewards to the individual such as:
    a. Independence—A person who establishes a record of fulfilling responsibilities is more likely to be allowed increased independence either in carrying out ongoing responsibilities or in other areas of behavior.
    b. Self-esteem—A person who fulfills responsibilities may have increased feelings of competence, or self-esteem, as well as feelings of satisfaction for having fulfilled the responsibilities.
    c. Acceptance and approval from others—A person who fulfills responsibilities is more likely to be accepted and approved by others, particularly by those who may rely to one degree or another on the fulfillment of those responsibilities.
    d. Gains in knowledge, skill, and experience—A person who successfully fulfills various responsibilities may gain in knowledge, skill, and experience from such behavior.
    e. Increased recognition, status, or payment—The fulfillment of responsibilities by an individual may result in honors or awards, opportunities for new positions, or increased payment for services.

Among the potential **costs** of fulfilling responsibilities are the following:

1. Burden of fulfillment—The fulfillment of responsibilities commonly requires time, effort, and possible financial costs.
2. Feelings of resentment—Fulfillment of responsibility may result in feelings of resentment against those who have placed unwelcome responsibilities on an individuals' shoulders or resentment may be felt against that individual by others who wished to have been given the responsibilities involved.

3. Anxiety related to possibility of failure—Uncertainty of one's ability to adequately fulfill a responsibility may result in uneasiness, fear, or concern over the possible penalties that might result from nonfulfillment.
4. Sacrifice of other interests, needs, or values—Acceptance of a responsibility may mean that other values, needs, or interests have to be set aside.
5. Abdication of responsibility by others—If one person or group appears to have primary responsibility, or to have assumed responsibility for a task, it is not uncommon for others, who also should take on a part of the responsibility, to ignore their obligations or duties and "let George do it."

Unit Three—How should one choose among competing responsibilities, values, and interests?

This unit is designed to increase students' ability to make systematic and informed choices among competing responsibilities, interests, and values, and to evaluate decisions made by others. A procedure designed to assist in this process is presented in this unit. The first steps in the procedure involve review of the subject content of Units One and Two. In these steps, students identify various responsibilities, the source or sources of these responsibilities, the related rewards and penalties for fulfillment or nonfulfillment, and the probable benefits and costs of fulfilling particular responsibilities.

Students are then introduced to some additional considerations that are useful in making a decision regarding competing responsibilities, interests, and values. These considerations include: (1) urgency, (2) relative importance, (3) time required to fulfill a responsibility, (4) resources available, (5) competing interests and values, (6) alternative solutions or compromises. After considering these factors, students are asked to develop and justify positions regarding the resolution of the competing responsibilities, interests, and values.

Unit Four—Who should be considered responsible?

In the first three units of this course of study, students' attention is addressed to that aspect of the concept of responsibility which concerns the **duty** or **obligation** of a person or persons to do something or to refrain from doing something in a particular situation.

This unit focuses on a different aspect of the concept of responsibility. It is concerned with the determination of who should be considered responsible—in the sense of answerable or accountable, or deserving of credit—**for something that has happened**. It is often useful to be able to determine responsibility in this sense in order to (1) reward or give credit to individuals for a positive act, (2) require individuals to compensate in some way for a wrong or injury, or (3) use the knowledge to guide actions in the future.

The unit introduces a procedure and set of considerations useful in determining who, if anyone, should be considered responsible for a particular event or situation. The procedure, set of considerations, and related questions are briefly outlined below.

1. The event or situation—What is the event or situation for which someone might be considered responsible?
2. Persons involved—Who are the persons involved who might be considered responsible for what happened?
3. Causation—Who caused, or helped to cause, the event or situation to happen?
4. State of mind
    a. Intent—Did the person or persons intentionally cause the event or situation to happen?
    b. Recklessness or willful disregard—Did the person or persons deliberately or consciously ignore risks that were obvious and must have been foreseen?
    c. Carelessness or negligence—Were the person or persons thoughtlessly not paying sufficient attention to risks that should have been foreseen?
    d. Knowledge of probable consequences—Did the person or persons know, or have the capacity to know, the probable consequences of their actions?
5. Control or choice—Did the person or persons have control over their actions or a choice to do other than what was done?
6. Duty or obligation—Did the person or persons have a duty or obligation (moral, legal, occupational or otherwise) to act, or to refrain from acting, as they did?
7. More important values, interests, or responsibilities—Did the person or persons have more important values, interests, or responsibilities that caused them to act, or to refrain from acting, as they did?

Although all these ideas may not be relevant to every situation, they provide a useful frame of reference for analyzing situations in which a decision must be made as to what person or persons should be considered responsible for a particular event or situation.

Using the materials

The Responsibility multimedia instructional materials at this level consist of three components.

1. Videotapes or a set of three color filmstrips with audio cassettes.
2. Thirty student books.
3. A teacher's edition.

Briefly, these components are designed to serve the following functions.

1. **Filmstrips or videotapes** — The filmstrips/videotape contained in this module are chapters of a fanciful or dramatic story which raises issues related to responsibility. They are designed to motivate students' interest and to provide them with an introduction to some issues related to responsibility based on the curriculum's framework. Each chapter focuses on one or two of the topical questions discussed above and builds on what has happened before. Suggestions for discussing each chapter are included in the lesson plans.
2. **Student Books** — The student books expand upon the teachings initiated by the filmstrip/videotape stories, involving students in a variety of exercises and other activities that encourage reflection and active participation rather than merely reactive responses to social, legal, and political problems. The contents of the student books vary from level to level, with captioned illustrations and brief stories predominating at lower levels. Higher levels make use of extended stories, exercises, historical readings, excerpts from literature and government documents, and legal cases, with provocative questions at the end of each selection. Enrichment Activities and an Evaluation Exercise are given at the end of each unit.
3. **Teacher's Edition** — This book contains guidelines for the use of the student book and filmstrips/videotape. Specifically, this teacher's edition contains overviews and objectives for each unit and lesson, specific suggestions for conducting learning activities and for the use of the materials, discussion questions, and examples of relevant student responses to those questions and to the questions found in the filmstrips/videotape and student book. Student book pages are reproduced at appropriate points in the teacher's edition.

Each lesson plan has been developed to provide maximum assistance for the teacher. The step-by-step approach is one systematic way of dealing with the subject of responsibility. In some cases, alternatives are suggested to provide for flexibility depending on teacher preferences.

It should also be noted that the suggested student responses are intended to be examples only; the listings are not exhaustive and other reasonable responses should be accepted. The evaluation materials for classroom use are included in both the student book and teacher's edition, with the latter also containing suggested responses and scoring criteria.

Teaching methods

These materials incorporate a conceptually oriented inquiry approach which calls for active participation by students. The approach stresses the development of analytical and evaluative skills which will enable students to apply basic substantive knowledge to a wide variety of situations. The activities built into the lesson plans in this teacher's edition include directed discussion, role-playing, and debate, as well as skill-building exercises found in the student books. Students are encouraged to develop their abilities to think logically and an analytically by means of inquiry. In order to do this, it is important to cultivate a classroom atmosphere in which students, under the teacher's direction, can discuss freely the issues raised by the materials. It is through this process that students will learn to recognize and take reasoned and informed positions on issues of importance to them.

The term "role-playing activity" as used here signifies classroom exercises in which students take the roles of various participants in an institutional process such as a court trial or legislative debate. Students can obtain valuable practice in information gathering and decision making by use of this method. It provides a unique opportunity for students to learn through direct experiences about institutions and the processes and procedures governing them, as well as interaction with others. The situations can be real or hypothetical. It is highly desirable to hold a critique or post-discussion soon after the role-playing has been concluded. Such a discussion should elicit awareness of salient issues, considerations, and values involved, as well as of the processes themselves.

Evaluation

The materials for assessing student attainment of the objectives are found at the end of the units. The evaluation materials reflect a compromise between a desire to provide materials which will test student attainment of complex and high-level objectives and the desire to provide evaluation materials which can be easily scored and interpreted.

We have labeled the evaluation materials "exercises" and encourage the practice of having students correct their own exercises. It should be noted that, due to the nature of this subject, there are in some instances a number of correct responses to a particular item. We have attempted to identify items where this might occur. The scoring criteria included after evaluation exercises are intended as guidelines and should not be interpreted as absolute. Each teacher should feel free to establish other criteria for acceptable performance on the evaluation exercises based on the characteristics of his or her class.

The exercises should not be considered the only valid method for evaluating student attainment of the objectives. Rather, they should be considered supplemental to the teacher's own observations and judgments.

Spanish-language materials

This edition contains suggestions for the bilingual teacher which will help him/her explain to Spanish-speaking students, in their own language, the objectives of the lessons and the content of the filmstrips/videotapes and stories. Discussion questions in Spanish are also included.

Not, all suggested questions and explanations need to be used. The teacher's discretion is recommended, on the assumption that as students become more proficient in English, the degree to which Spanish is required will diminish.

What is responsibility?

UNIT ONE

UNIT OVERVIEW

The purposes of this unit are to help students understand the importance of responsibility, to help them clarify and develop their own ideas on the subject, and to provide them with some of the knowledge and skill needed in dealing with problems of responsibility raised in the succeeding units.

In this unit and the following two units, students will be studying responsibility as it refers to duties. **A responsibility is a duty to do something or not do something.** In Unit Four a different aspect of the concept of responsibility will be introduced.

Students learn that various kinds of rewards often are associated with fulfillment of responsibilities, and penalties with failure to fulfill responsibilities. For example, rewards might include increased self-esteem, greater independence, praise from others, or payment or awards in some form. Penalties might range from feelings of shame or guilt, to blame from others, fines, or other punishments such as loss of privileges. Students also learn various sources of responsibility, such as upbringing, moral principles, assignment, promises, occupation or role, and law.

(The teacher may find it useful to review the brief description of the content of this unit found on page vii of the Introduction to this teacher's edition.)

UNIT OBJECTIVES

Students should be able to

1. Identify and describe responsibilities.
2. Identify and describe rewards commonly related to fulfilling responsibilities and penalties related to failure to fulfill responsibilities.
3. Explain the importance of fulfilling responsibilities.

UNIT VOCABULARY

assignment
carry out
exercise
filmstrip
homework
owe
penalty
polite
promise
responsibility
reward
sentence

SKILL DEVELOPMENT

comprehending reading materials
observing
analyzing concepts
analyzing situations using a given frame of reference
participating with a group to develop positions
orally presenting a group's position
evaluating positions

Introducing responsibility

Lesson 1

LESSON OVERVIEW

The purpose of this lesson is to introduce students to the concept of responsibility and its importance in social life. Students first read a brief introduction which informs them that the book is about responsibility. They are then asked to identify some responsibilities of their own, their parents, and their teachers. Discussion of the introduction concludes with students being asked to explain why fulfilling responsibilities is important.

Next, students view Chapter 1 of the filmstrip/videotape *The New Zookeeper* in which Martin, the principal character, is expected to fulfill a number of responsibilities. Students are asked to identify the responsibilities of Martin and other characters in the filmstrip/videotape.

Identification and discussion of the responsibilities portrayed in the filmstrip/videotape are facilitated by an exercise in the student book in which key frames illustrating responsibilities from the story are reproduced to focus student discussion. Students are asked to identify the responsibilities contained in each picture and to explain their importance. Alternative teaching strategies are suggested.

LESSON OBJECTIVES

Given situations involving responsibilities, students should be able to

1. Identify and describe the responsibilities.
2. Explain the importance of fulfilling the responsibilities.

STUDENT MATERIALS

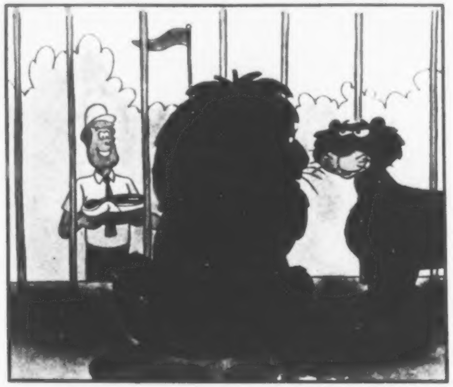
Student Book	Unit One, Lesson 1: "Introduction" Filmstrip/videotape: "*The New Zookeeper*, Chapter 1" "Responsibilities at the Zoo"
Filmstrip/Videotape *(8 minutes)*	Chapter 1, *The New Zookeeper*
	Synopsis: Martin, a new employee of the zoo, is shown his responsibilities by Maude, an older employee. He does a very poor job of fulfilling his responsibilities, and the animals, who suffer as a result, decide to teach him a lesson. This chapter has one stop-frame for discussion.

PRIMERA UNIDAD

Primera Lección

¿Qué es la responsabilidad?

INTRODUCCIÓN



Este libro trata de la responsabilidad. **La responsabilidad** es algo que se tiene que hacer. En el dibujo vemos a Martín cuidando a los leones del zoológico. El trabaja en el zoológico. Una de las **responsabilidades** de Martín es cuidar a los leones.

¿Qué te parece?

1. ¿Qué responsabilidades tienes tú?
2. ¿Qué responsabilidades tienen tus papás?
3. ¿Qué responsabilidades tiene tu maestro?
4. ¿Por qué es importante cumplir con las responsabilidades?

TEACHING PROCEDURES

A. Introduction to the study of responsibility

Introduce students to the study of responsibility by giving them a brief overview of the materials they will be using (a four-chapter filmstrip/videotape and a student book). Describe the activities in which they will be taking part (reading, discussions, individual exercises, group activities, and role-playing activities). Explain that they will spend eight lessons studying responsibility. Then distribute the student books.

B. Reading and discussing the Unit Introduction

Have students read the "Introduction" in Lesson 1 of the student book. Then guide students in a discussion of the questions in the introduction which call for them to identify some of their own, their parents', and a teacher's responsibilities. You may wish to have students identify responsibilities of other persons or roles with which they are familiar. The focus of the discussion should be on the use of the concept of responsibility as it refers to duties and obligations or, in simpler terms, to things people are supposed to do or not do.

Spanish-speaking children should be encouraged to participate in the discussion. In order to achieve this, the teacher may choose to group the students by language for part of the discussions, or include a number of the explanations and questions in Spanish, provided in this manual, during the general discussion.

Conclude the discussion by asking students to respond to the final question calling for them to explain why fulfilling responsibility is important. To foster discussion of this question, you might ask, "What would your life be like at home, at school, and in the community if no one accepted or carried out responsibilities toward others?"

¿Qué pasaría en la escuela si nadie hiciera lo que tiene que hacer? ¿Si nadie aceptara la responsabilidad de hacer lo que debe? ¿Y que pasaría en casa? ¿Y en otras partes?

Students should be helped to understand that a world without the fulfillment of responsibilities would be less predictable, less safe, less efficient, less fair, and so on.

C. Viewing the filmstrip or videotape

Before students see the filmstrip/videotape, have them turn to the selection "Chapter 1 of the *The New Zookeeper*" and read the directions and questions it contains. Ask students to keep these in mind as they see the filmstrip/ videotape to focus their attention on the relevant information contained in the story.

The following summary in Spanish, when read before the presentation of the filmstrip/videotape will help LEP children understand the content of the English narrative. It is therefore important that it precede the filmstrip/ videotape presentation.

Vamos a ver una filmina, película, en inglés que trata las responsabilidades que tiene Martín un nuevo guardian del zoológico. Maude, la señorita que le explica el trabajo, le dice lo que tiene que hacer. Pero Martín no está muy interesado. Al ver la película quiero que se fijen en las responsabilidades que va a tener Martín y también de donde vienen estas responsabilidades. Después quiero que presten atención a lo que le pasa a Martín cuando no cumple con sus responsabilidades.

Then show them Chapter 1 in which Martin, the principal character of the filmstrip/videotape story, faced with a number of responsibilities, learns their importance.

D. Discussion of the filmstrip or videotape

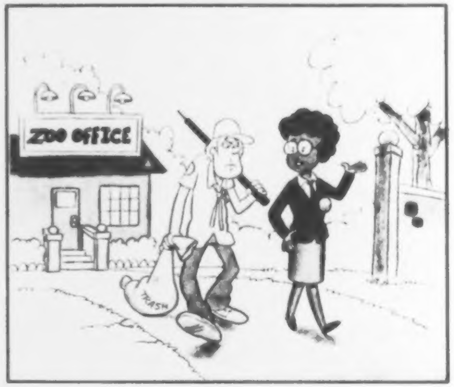
To guide student discussion of the filmstrip/videotape, have them turn to the selection "Responsibilities at the Zoo" in the student book. The exercise contains reproductions of frames from the filmstrip/videotape which illustrate the responsibilities Maude taught Martin that were related to his new job. Direct students in a step-by-step reading of the text related to each illustration and an identification of the responsibilities it portrays. The following are the responsibilities of Martin's job in the order presented in the student book.

1. Helping keep the zoo clean.
2. Making sure the elephants and other animals had all the water they needed.
3. Being polite to visitors.
4. Helping visitors find their way around the zoo.

¿QUÉ RESPONSABILIDADES SE VEN EN EL CUENTO?

Capítulo 1: El nuevo guardián del zoológico

Direcciones: Ve el capítulo 1 de *El nuevo guardián del zoológico.* Fíjate en las responsabilidades que tiene Martín.

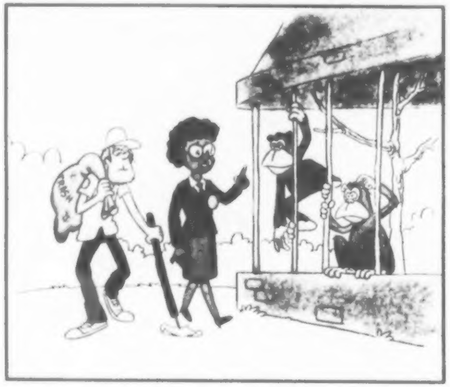


¿Cuáles son las responsabilidades de Martín? En el cuento, ¿quién más tiene responsabilidades?

¿QUÉ RESPONSABILIDADES DESCUBRISTE EN EL CUENTO?

Responsabilidades en el zoológico

Direcciones: Busca la responsabilidad que se representa en cada dibujo.



Maude le enseñó a Martín lo que tenía que hacer en su nuevo empleo.

5. Helping people who were in trouble.
6. Helping make sure visitors obey the rules of the zoo.

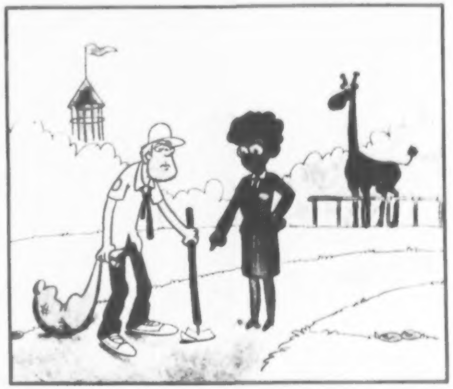
You may wish to list Martin's responsibilities on the board as they are identified. After identification of the responsibilities, you may wish to ask the following questions.

1. What other responsibilities are shown in the filmstrip/videotape?
   ¿Qué responsabilidades más se ven en la filmina?

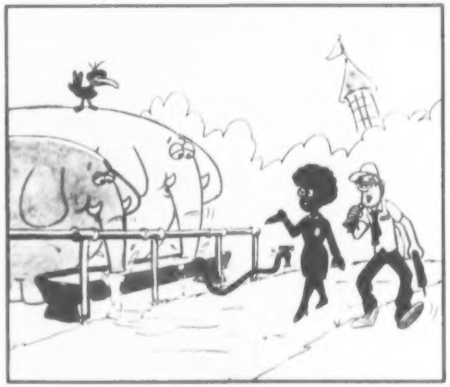
   Students may identify a number of other responsibilities of Martin, or of other characters in the filmstrip/videotape, such as Maude, who was responsible for helping Martin learn his new job. Add additional responsibilities students identify to the list. Then ask:

2. What is the importance of carrying out each responsibility you have identified?
   ¿Por qué es importante cumplir con las responsabilidades que uno tiene?

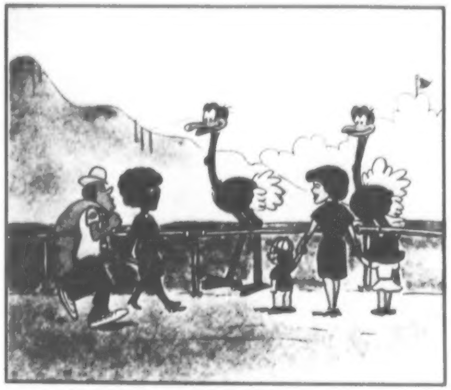
   In order to help students understand the importance of the various responsibilities they have identified, take each in turn and ask them what might happen if the responsibility was not fulfilled or if it was fulfilled.



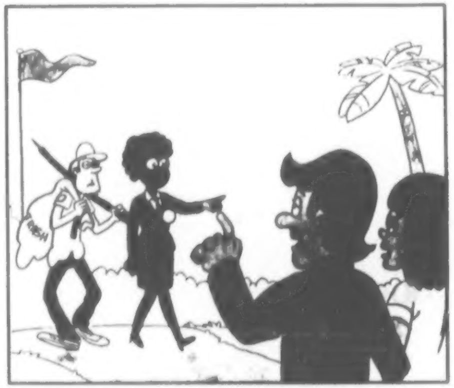
Tenía que ayudar a mantener limpio el Zoológico.



Tenía que darles agua a los elefantes.

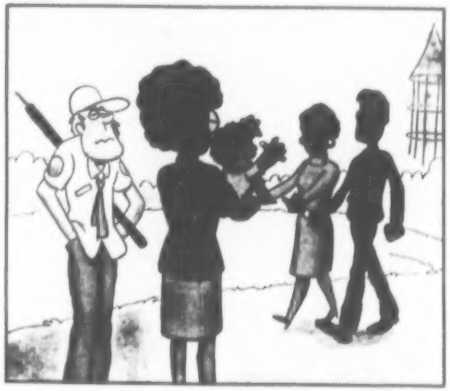


Tenía que ser cortés con los visitantes.

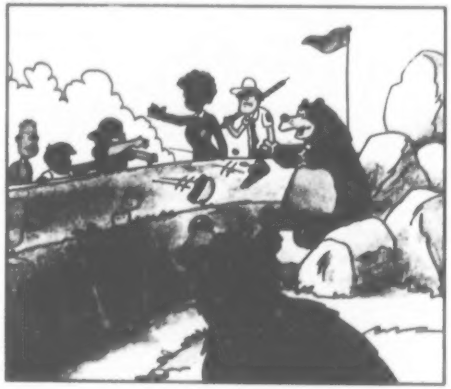


Maude les dijo a unas personas donde estaban los leones.

BEST COPY AVAILABLE



Maude ayudó a un niño a buscar a sus papás.



Maude les dijo a unos niños que no les dieran de comer a los osos.

¿Qué te parece?

1. ¿Qué responsabilidades se pueden ver en los dibujos?
2. ¿Cuál es la importancia de cada una de éstas?

OPTIONAL ACTIVITIES

For reinforcement, extended learning, and enrichment

1. As a group activity, have students make a list of responsibilities each has to the others in the class and on the playground. Have the class discuss the importance of the responsibilities and what might happen if they are not fulfilled.
2. Have the class perform a play based on the first chapter of the filmstrip/videotape, taking the roles of the characters portrayed. The play could be presented to the class, another class, parents, or the P.T.A. After presenting the play, students discuss what they have learned about responsibility.
3. Ask a student to describe the specific responsibilities he or she has in caring for a pet (dog, cat, goldfish, etc.). Let the class discuss what would happen if the student did not carry out the responsibilities.
4. Have students write a story or draw a picture about their fulfilling a responsibility toward others. Ask selected students to read their stories or show their pictures to the class and explain what responsibility is being fulfilled. Then have the class discuss the importance of the responsibility and what might happen if it is not fulfilled.
5. Have students write a story or draw a picture about a person failing to fulfill a responsibility toward them. Ask selected students to read their stories or show their pictures to the class and explain what responsibility is not being fulfilled. Then have the class discuss the importance of the responsibility and what might happen if it is not fulfilled.
6. Read a story to students which deals with a famous person either fulfilling or failing to fulfill a responsibility. Discuss the story with the class.

To encourage participation by Spanish-speaking students, role-play presentations could be carried out in Spanish. Since the content of the story is known to all, the ensuing discussion could be carried out in English.

Identifying responsibilities

Lesson 2

LESSON OVERVIEW

This lesson provides students with additional practice in achieving the objectives of this unit. Students complete an exercise, "Find the responsibilities," which calls for them to identify the responsibilities of individuals in six brief situations. After identifying the responsibilities, they are asked to identify the sources of the responsibilities and to speculate as to the rewards and penalties that might be received if responsibilities are fulfilled or not fulfilled. Alternative teaching strategies are suggested. The lesson concludes with an evaluation exercise which may be completed orally or in writing. Unit One concludes with "Enrichment Activities" which may be used as homework assignments.

LESSON OBJECTIVES

Given situations involving responsibilities, students should be able to

1. Identify and describe the responsibilities and state to whom they are owed.
2. Identify and describe the sources of the responsibilities.
3. Identify rewards and penalties that might be related to the fulfillment or non-fulfillment of the responsibilities.

STUDENT MATERIALS

Student Book	Unit One, Lesson 2: "Find the responsibilities" Evaluation Exercise, "Responsibilities" "Enrichment Activities"

TEACHING PROCEDURES

Have students turn to the selection "Find the responsibilities" in Lesson 2 of the student book and follow the directions at the beginning of the selection. Several alternative teaching procedures are suggested below.

Alternative A: Reading and class discussion

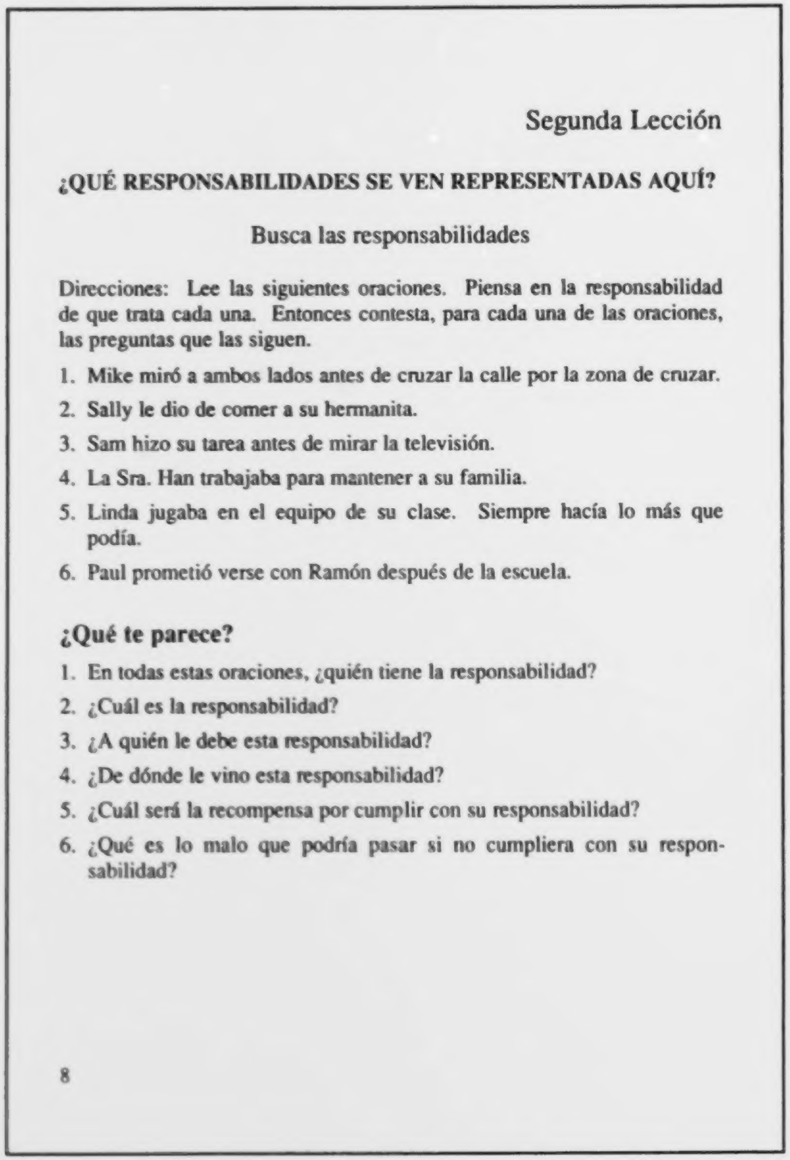
Have students read the selection individually, then respond orally to the questions that follow the story. Lead a discussion of their responses to the questions.

In order to encourage the participation of Spanish-speaking children, the teacher may decide to group students by language.

Alternative B: Small group work and presentations

Divide the class into groups of about 3-5 students. Ask each group to select a spokesperson to read the selection, and to discuss and answer the questions in the exercise. Provide adequate time for the students to complete the exercise. Then ask the spokesperson for each group to explain the group's answers to the class. Differences in responses should be discussed. If possible, allow time for a final discussion by the entire class of the various opinions that have been expressed.

The degree of English language proficiency should be considered when placing Spanish-speaking students in their groups. While children who do not speak any English would benefit from discussions carried out in Spanish only, other students with more knowledge of English would benefit from discussions with English speaking students. Final presentations or discussions may be carried out in either language. Teacher discretion is recommended.



Segunda Lección

¿QUÉ RESPONSABILIDADES SE VEN REPRESENTADAS AQUÍ?

Busca las responsabilidades

Direcciones: Lee las siguientes oraciones. Piensa en la responsabilidad de que trata cada una. Entonces contesta, para cada una de las oraciones, las preguntas que las siguen.

1. Mike miró a ambos lados antes de cruzar la calle por la zona de cruzar.
2. Sally le dio de comer a su hermanita.
3. Sam hizo su tarea antes de mirar la televisión.
4. La Sra. Han trabajaba para mantener a su familia.
5. Linda jugaba en el equipo de su clase. Siempre hacía lo más que podía.
6. Paul prometió verse con Ramón después de la escuela.

¿Qué te parece?

1. En todas estas oraciones, ¿quién tiene la responsabilidad?
2. ¿Cuál es la responsabilidad?
3. ¿A quién le debe esta responsabilidad?
4. ¿De dónde le vino esta responsabilidad?
5. ¿Cuál será la recompensa por cumplir con su responsabilidad?
6. ¿Qué es lo malo que podría pasar si no cumpliera con su responsabilidad?

OPTIONAL ACTIVITIES

For reinforcement, extended learning, and enrichment

1. Invite one or more students from the 5th or 6th grade to visit the class and to list some of his or her most important responsibilities on the board. Then have the class ask the students to whom they owe the responsibilities, and what might happen if the responsibilities are fulfilled or not fulfilled. The class may then discuss the various responsibilities described and compare them with their own.
2. Ask a member of the support staff of the school to visit the class and list some of his or her most important responsibilities on the board. Then have the class ask the person to whom he or she owes the responsibilities, and what might happen if they are fulfilled or not fulfilled. The group may then discuss the importance of the various responsibilities and the answer to the questions they have asked.
3. Assign one of the enrichment activities in Unit One of the student book as a class activity or as a homework assignment.
4. On long sheets of butcher paper trace outlines of all students in the class. Have each student color and add details to his or her outline, showing a responsibility each has (brushing teeth, caring for pet, combing hair, etc.). Label the pictures and hang the butcher paper in the school hallway or cafeteria titled "Responsibilities."

UNIT ONE—EVALUATION EXERCISE

Use the following key as a means of evaluating student responses to the evaluation in Lesson Two. Variations from the responses listed may be accepted if students can support them with sound reasoning.

This exercise may be completed orally or in writing. If it is to be completed in writing, you may wish to ask students to restrict responses to identifying only one numbered part of the story for each blank in the exercise since several reasonable responses may be made to some of the questions.

After students have completed the exercise, you may wish to ask them to correct their own papers. In order to do this, ask students to suggest answers to each item and then discuss the reasons for the various responses they have given.

Directions: Read these sentences. Then complete the exercise that follows them.

1. Rita's mother promised Rita that she could watch TV if she finished her homework.
2. Rita finished her homework.
3. The police officer gave a ticket to the speeding driver.
4. Their parents took Ben and Beth to a fair.
5. Rita got an "A" on her homework assignment. Paul got an "F" because he did not do his work.

Fill in the blanks with the numbers of the sentences above that show:

A. A person who has a responsibility because of a promise that was made. 1

B. A person who has a responsibility because of an assignment that was given. 1, 2, 5

C. A person who has a responsibility because of his or her job. 3

D. A parent owing a responsibility to a child. 1, 4

E. A person carrying out a responsibility. 2, 3, 4, 5

F. A person not carrying out a responsibility. 3, 5

G. A person getting a reward for carrying out a responsibility. 5

H. A person getting a penalty for not carrying out a responsibility. 3, 5

PRIMERA UNIDAD

Ejercicio de Evaluación

Responsabilidades

Direcciones: Lee estas oraciones. Luego completa los ejercicios que las siguen.

1. La mamá de Rita le prometió dejarle ver la televisión si terminaba la tarea.
2. Rita terminó su tarea.
3. El policía le dio una multa a una persona por manejar muy rápido.
4. Los papás llevaron a Ben y a Beth a la feria.
5. Rita se sacó una A en la tarea. Paul se sacó una F porque no hizo lo que tenía que hacer.

Pon el número, o los números, de las oraciones anteriores que representan lo que dicen las siguientes:

A. Alguien que tiene una responsabilidad porque hizo una promesa. _______________

B. Alguien que tiene una responsabilidad porque le dieron una obligación. _______________

C. Alguien que tiene una responsabilidad debida a su trabajo. _______________

D. El papá o la mamá que tiene que cumplir una responsabilidad para con su hijo o para con su hija. _______________

E. Alguien que cumple con su responsabilidad. _______________

F. Alguien que no cumple con su responsabilidad. _______________

G. Alguien que recibe una recompensa por cumplir con una responsabilidad. _______________

H. Alguien que recibe un castigo por no cumplir con su responsabilidad. _______________

PRIMERA UNIDAD

Actividades de Enriquecimiento

1. Pídele al maestro o a la bibliotecaria que te ayude a buscar alguna historia de alguien que cumple con su responsabilidad. Lee lo que dice y cuéntaselo a la clase.
2. Escribe un cuento o haz un dibujo de alguien que cumple con una responsabilidad. Cuéntale a la clase lo que has escrito.
3. Pídele a un adulto que te ayude a buscar en el periódico algún artículo que trate de alguien que tenga alguna responsabilidad. Pídele que te ayude a comprender lo que dice el artículo. Luego explícale a la clase lo que sabes.

What might be some benefits and costs of fulfilling responsibilities?

UNIT TWO

UNIT OVERVIEW

This unit is designed to provide students with an understanding of some of the common benefits and costs of responsibility. Students learn that fulfilling responsibility usually involves both benefits and costs. They also learn that it is important to take this into account in deciding whether or not to take on a particular responsibility and in deciding which responsibilities should be given priority over others.

There are, of course, numerous potential benefits and costs of fulfilling responsibility. A sampling of the types of benefits and costs to look for in teaching this unit is given below. Some of the items listed are not included in the Unit Two lessons, but the entire list is provided as a guide for class discussion and extended activities.

Among the potential *benefits* of fulfilling responsibility are the following:

1. Predictability
2. Security
3. Efficiency
4. Cooperation
5. Fair distribution of benefits and burdens
6. Independence
7. Self-esteem
8. Acceptance and approval from others
9. Gains in knowledge, skills, and experience
10. Rewards

Among the potential costs of fulfilling responsibility are the following:

1. Burden of fulfillment
2. Feelings of resentment
3. Anxiety related to possibility of failure
4. Sacrifice of others interests, needs, and values
5. Abdication of responsibility by others

The teacher may find it useful to review the brief description of the content of this unit found on page viii of the Introduction to this teacher's edition.

UNIT OBJECTIVES

Students should be able to

1. Identify or infer results for fulfilling responsibility in particular situations.
2. Classify those results as good things (benefits) or problems (costs).
3. Use the above steps in making and justifying decisions about responsibilities.

UNIT VOCABULARY

- afraid
- benefits
- costs
- decision
- guide
- problem
- sign
- value

SKILL DEVELOPMENT

- comprehending reading materials
- observing
- analyzing concepts
- analyzing situations using a given frame of reference
- writing and orally expressing the results of analysis
- writing and orally presenting positions on issues
- working with a group to complete an exercise and develop a position
- summarizing in written and oral reports a group's position
- evaluating positions on issues

Identifying and classifying results of fulfilling responsibilities

Lesson 3

LESSON OVERVIEW

This lesson is designed to help students recognize the "good things" or benefits and the "problems" or costs of fulfilling responsibilities in specific situations. Students first read and discuss the introduction to the unit which is designed to help them understand that fulfilling responsibilities can result in good things happening but that sometimes it can also cause certain problems. Students are asked to describe responsibilities that they have and some of the benefits and costs of fulfilling them. They next view Chapter 2 of the filmstrip/videotape *The New Zookeeper* and identify or infer the results of fulfilling various responsibilities and classify those results as benefits or costs. In a final review exercise, students read and discuss "Benefits and Costs" which contains frames from the filmstrip/videotape illustrating the results of fulfillment of responsibilities and they are asked to classify the results as benefits or costs. Alternative teaching strategies are suggested.

LESSON OBJECTIVES

Given a situation in which responsibility is fulfilled, students should be able to

1. Identify or infer the results of the fulfillment of the responsibility.
2. Classify those results as benefits or costs.

STUDENT MATERIALS

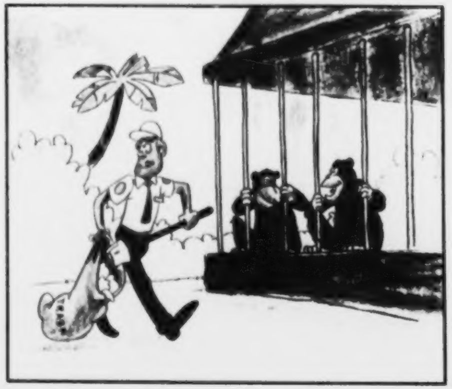
Student Book	Unit Two, Lesson 3: "Introduction" Filmstrip/videotape: "*The New Zookeeper*, Chapter 2" "Benefits and Costs"
Filmstrip/Videotape *(6 minutes)*	Chapter 2, *The New Zookeeper* Synopsis: Martin, having learned a lesson in Chapter 1, becomes a very good worker and fulfills the responsibilities of his job. In doing so, he learns some of the benefits and costs of fulfilling responsibility. This chapter has one stop-frame for discussion.

SEGUNDA UNIDAD

Tercera Lección

¿Cuáles serán los beneficios y los costos de cumplir con la responsabilidad?

INTRODUCCIÓN



El tener responsabilidades puede traer buenos resultados, beneficios. Pero también puede traer problemas. Decimos que éstos son el precio, el costo, de la responsabilidad.

¿Qué te parece?

1. Piensa en una responsabilidad que tengas.
2. ¿Cuál es el beneficio que resulta de cumplirla?
3. ¿Cuál es el precio, el costo, que resulta de cumplirla?

TEACHING PROCEDURES

A. Reading and discussing the Unit Introduction

Direct students in a reading and discussion of the Introduction in Lesson 3 of the student book. Focus their attention on discussing responsibilities they have, the results of fulfilling them, and which of these results are benefits and which costs. For background information in leading the discussion, the teacher may wish to review the Unit Overview which provides a listing of common benefits and costs related to the fulfillment of responsibilities.

See suggestions for encouraging participation by Spanish-speaking children on p. 3.

B. Viewing the filmstrip or videotape

Before students see the filmstrip/videotape, have them turn to the selection "Chapter 2 of the *The New Zookeeper*" and read the directions and questions it contains. Ask students to keep these in mind as they see the filmstrip/ videotape in order to focus their attention on the relevant information contained in the story.

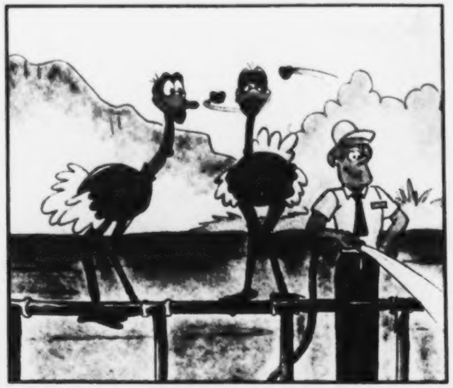
Summary: *Ahora vamos a ver el segundo capítulo de la filmina El nuevo guardián del zoológico. Ahora Martín ya es buen trabajador. Los animales están contentos con él. Martín también está contento y acepta sus responsabilidades con gusto. Entonces Maude viendo que está aprendiendo bien le da más responsabilidades. Le hace poner letreros y trabajar con los caballos. En la filmina vemos que algunas de estas responsabilidades le dan gusto a Martín, traen beneficios. Otras en cambio le dan algunos problemas, tienen un precio, tienen su costo. Al ver la película, entonces quiero que se finjen no sólo en las responsabilidades que tiene Martín ahora, sino también en los beneficios, en el costo de estas responsabilidades.*

Then show Chapter 2 in which Martin, now a diligent worker, fulfills the responsibilities of his job and learns some of the benefits and costs of doing so.

¿CUÁLES SON LOS BENEFICIOS Y LOS COSTOS DE LA RESPONSABILIDAD QUE SE VEN EN LA FILMINA?

Capítulo 2: El nuevo guardián del zoológico

Direcciones: Mira el capítulo 2 de *El nuevo guardián del zoológico.* Martín se da cuenta de que la responsabilidad trae beneficios y costos. Busca cuales son.



¿Qué le parecerá a Martín? ¿beneficio o costo?

C. Discussion of the filmstrip or videotape: Identifying and classifying results of fulfilling responsibilities

The selection "Benefits and Costs" contains key frames from the filmstrip/videotape illustrating some of the results of fulfilling responsibilities contained in the story for students to read and classify as good things or problems. Depending upon teacher preference and the characteristics of the class, alternative teaching strategies such as those suggested below may be used.

Alternative 1: Written exercise and class discussion

Have students turn to the selection "Benefits and Costs" and read the directions and respond in writing to the questions that follow the story. When students have completed their written work, lead them in a discussion of their responses to the questions.

Students should identify items 1, 4, 6, 7 and 8 as benefits and items 2, 3, and 5 as costs. Different responses should be accepted if supported by reasonable arguments.

When students have completed the exercise, you might ask them why they think identifying the benefits and problems of fulfilling responsibilities may be a useful thing to do. Help them to understand that thinking about the benefits and costs of fulfilling responsibilities can be useful in deciding whether or not one wishes to take on a particular responsibility. This learning will be reinforced in the next exercise in Lesson 4.

Alternative 2: Small group work and presentations

Divide the class into groups of about 2 to 5 students. Assign each group the same task as is suggested for individual assignments under Alternative 1. Ask each group to select a spokesperson, to complete the exercise "Benefits and Costs" as a group, and to be prepared to present their findings to the rest of the class. Provide adequate time for the groups to develop their responses to the questions. Then ask the spokesperson for each group to explain the group's responses to the questions to the rest of the class. If possible, allow time for a final discussion by the entire class of the various responses that have been expressed.

The degree of English proficiency should be considered when placing LEP students in groups. Suggestions for grouping students are given on p. 10.

Alternative 3: Directed class discussion

Upon completion of viewing Chapter 2 of the filmstrip/videotape, instead of addressing students' attention to the exercise "Benefits and Costs," direct them in a discussion of an identification of the various responsibilities portrayed in the filmstrip/videotape, listing them on the board as identified. As each responsibility is described, ask students to identify or infer the results of fulfilling the responsibility. Then ask them to classify each result as being primarily a benefit or a cost.

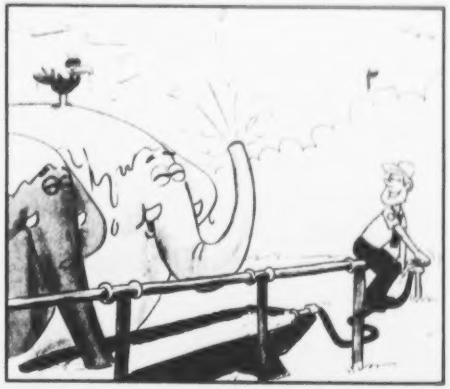
After students have identified a number of responsibilities and the probable results of fulfilling them, and have classified those results as benefits or costs, lead them in a discussion of the usefulness of identifying benefits and costs of fulfilling responsibilities in making decisions about whether or not to undertake them. The exercise which follows in Lesson 4 will provide them with further understanding of this subject.

In order to encourage the participation of Spanish-speaking children, a number of discussion questions should be posed in Spanish.

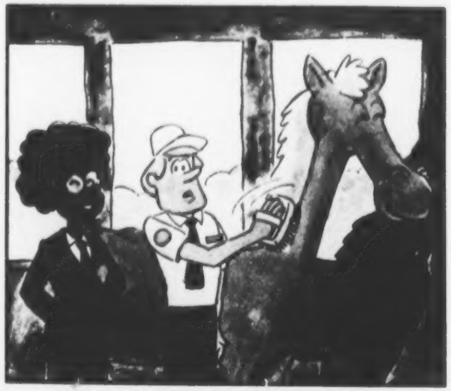
¿QUÉ LE PARECERÁ A MARTÍN?

Beneficio o Costo

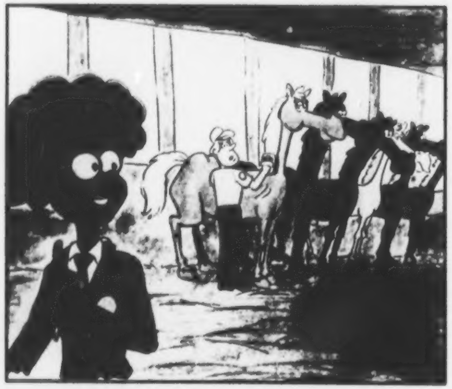
Direcciones: Busca el beneficio o el costo de la responsabilidad que se ve representada en cada dibujo.



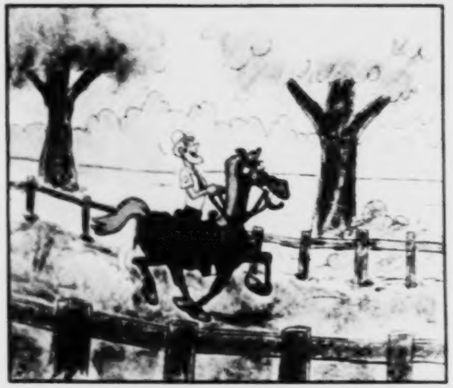
Martín cuidaba que los elefantes tuvieran bastante agua.



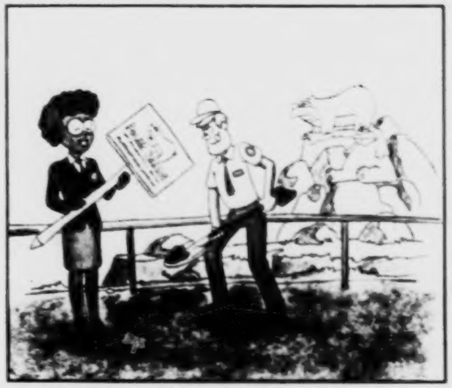
Martín tenía un poquito de miedo.



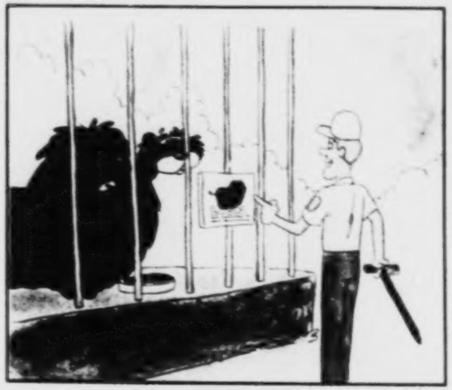
Ahora Martín tenía más trabajo.



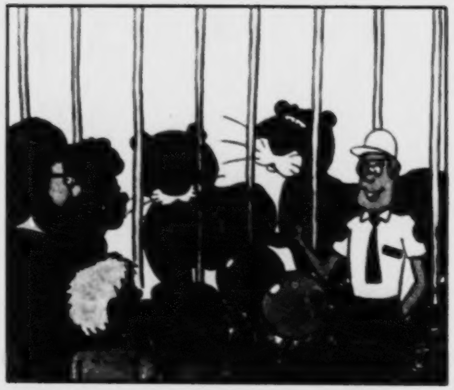
Martín tenía permiso de montar a caballo.



Martín hizo un hoyo para poner el letrero.



Martín podía leer lo que decían los letreros.



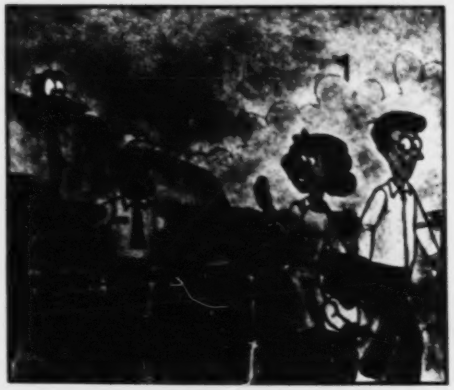
A Martín le gustaba contarle a la gente lo que sabía de los tigres.

BEST COPY AVAILABLE

OPTIONAL ACTIVITIES

For reinforcement, extended learning, and enrichment

1. Ask students to talk to older members of their family and to discuss with them the responsibilities they have as adults or in their jobs. Students should ask the adults to identify the results of fulfilling their responsibilities and to discuss which of those results they consider to be benefits and which costs. Students should be prepared to report some of their findings to the class for further discussion.
2. Ask a member of the support staff of your school or another adult to come to class to explain some of his or her principal responsibilities. Ask the person to identify the results of fulfilling those responsibilities and to discuss with the class which of those results are benefits and which are costs.
3. Organize a "Responsibility Parade" of students dressed up as people in the community who have responsibilities. (Police, mayor, safety patrol, etc.) Take pictures of the students for the bulletin board and label the pictures with one of the responsibilities each person has. Then, in class, ask students to identify the benefits and costs of the responsibilities portrayed.



La gente le decía a Martín que era un buen guía.

¿Qué te parece?

1. ¿Qué responsabilidad se ve representada en cada dibujo?
2. ¿Cuáles dibujos muestran los beneficios de cumplir con la responsabilidad?
3. ¿Qué dibujos muestran el costo de cumplir con la responsabilidad?

Class project for classifying results of fulfilling responsibilities

Lesson 4

LESSON OVERVIEW

This lesson provides students with additional practice in identifying and inferring results of fulfilling responsibilities and in classifying the results as benefits or costs. Students read a selection, "Taking Care of a Dog," in which a young boy who wants a dog is faced with deciding whether or not he wants to take on the responsibilities of caring for one. Alternative teaching strategies are suggested. The lesson concludes with an evaluation exercise which may be used as a homework assignment.

LESSON OBJECTIVE

Given a situation in which a decision must be made in regard to taking on the responsibility of caring for a dog, students should be able to

1. Identify or infer the responsibilities.
2. Identify or infer the results of fulfilling those responsibilities.
3. Classify those results as benefits or costs.
4. Explain various points of view regarding the relative importance of the benefits and costs.
5. Take a position on whether or not they would assume the responsibilities if they were in the situation described in the exercise, and explain their decision.

STUDENT MATERIALS

Student Book	Unit Two, Lesson 4: "Taking Care of a Dog" Evaluation Exercise, "You Make The Decision" "Enrichment Activities"

TEACHING PROCEDURES

Have students turn to the selection "Taking Care of a Dog" in Lesson 4 of the student book and follow the directions at the beginning of the selection. Alternative teaching strategies are suggested below.

Alternative A: Small group decision making and presentations

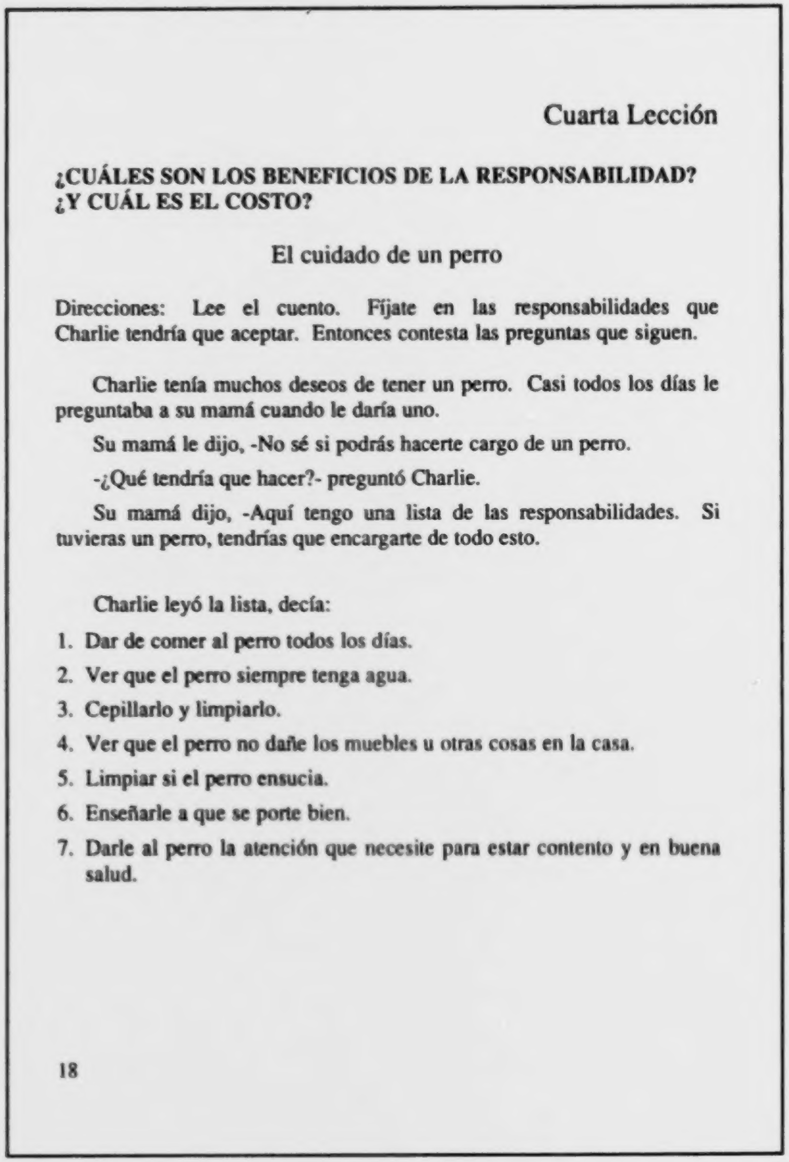
Divide the class into groups of about 2 to 5 students. Assign each group the responsibility of reading and discussing the selection and arriving at answers to the questions that follow it. Ask the members of each group to select a spokesperson, to complete the exercise jointly, and to come to a decision on whether or not they would take the responsibility for taking care of a dog if they were in the position of the person in the story. Provide adequate time for the groups to develop their positions. Then ask the spokesperson for each group to explain the group's position to the class. If disagreements develop within the group, individuals with different positions should be provided time to present them. If possible, allow time for final discussion by the entire class of the various positions that have been expressed.

LEP student participation may be encouraged by allowing some groups to make their arguments in Spanish. Students may then participate in the discussion using either language.

Alternative B: Reading and class discussion

Have students read the selection individually, then respond orally or in writing to the questions that follow the story.

If the exercise is done as a written assignment, ask students to relate their answers to each item and then discuss their reasons for the responses they have given.



Cuarta Lección

¿CUÁLES SON LOS BENEFICIOS DE LA RESPONSABILIDAD? ¿Y CUÁL ES EL COSTO?

El cuidado de un perro

Direcciones: Lee el cuento. Fíjate en las responsabilidades que Charlie tendría que aceptar. Entonces contesta las preguntas que siguen.

Charlie tenía muchos deseos de tener un perro. Casi todos los días le preguntaba a su mamá cuando le daría uno.

Su mamá le dijo, -No sé si podrás hacerte cargo de un perro.

-¿Qué tendría que hacer?- preguntó Charlie.

Su mamá dijo, -Aquí tengo una lista de las responsabilidades. Si tuvieras un perro, tendrías que encargarte de todo esto.

Charlie leyó la lista, decía:

1. Dar de comer al perro todos los días.
2. Ver que el perro siempre tenga agua.
3. Cepillarlo y limpiarlo.
4. Ver que el perro no dañe los muebles u otras cosas en la casa.
5. Limpiar si el perro ensucia.
6. Enseñarle a que se porte bien.
7. Darle al perro la atención que necesite para estar contento y en buena salud.

18

-Esto es mucho trabajo,- dijo Charlie.

-Sí,- dijo la mamá, -y tendrías que hacerlo todos los días. Ya tienes bastante que hacer y yo no podría cuidarte un perro.

-¿En verdad que quieres un perro?- le preguntó la mamá. -¿Podrías hacerte cargo de todas estas responsabilidades?

-Tengo muchos deseos de tener un perro,- dijo Charlie, -pero no sé si podría aceptar tantas responsabilidades.

¿Qué te parece?

1. ¿Qué responsabilidades tendría que aceptar Charlie?
2. ¿Qué sería lo bueno, el beneficio, de cumplir estas responsabilidades?
3. ¿Qué sería lo malo, el costo, de estas responsabilidades?
4. Si tú fueras Charlie, ¿qué harías? ¿por qué?

OPTIONAL ACTIVITIES

For reinforcement, extended learning, and enrichment

1. Invite one or more students from a 5th or 6th grade class who work as babysitters or in other jobs in which they earn money. Ask the students to describe the responsibilities of their jobs, the results of fulfilling them, and which of those results are benefits and which costs. Ask the students to explain if thinking about the benefits and costs of fulfilling responsibilities affects their decision about taking them on. Allow time for the class to question the person and discuss their responsibilities with them.
2. Invite an adult to class to discuss a time when he or she considered taking on a responsibility related, for example, to an occupation, a special class, or caring for others. Ask the person to describe to the class what were, or might have been, the results of fulfilling the responsibilities they were considering and to classify those results as benefits or costs. Ask the person to discuss with the class how consideration of the benefits and costs of fulfilling the responsibility may have influenced his or her decision.
3. Have students draw posters showing persons taking part in a litter clean-up campaign. Place posters in the school hallway with an appropriate "Responsibility" title (example, "An Important Responsibility"). Have the class discuss the benefits and costs of fulfilling the responsibilities shown in the posters.
4. You may wish to assign one of the enrichment activities in Unit Two of the student book as a class or homework assignment.

UNIT TWO—EVALUATION EXERCISE

Assign the evaluation exercise at the end of Unit Two in the student book. The exercise may be done by the class orally or as an individual written assignment.

Encourage students to express whatever positions they wish to take on the subject. You may wish to discuss with students how considering the benefits and costs of taking on this responsibility is useful in making a decision about whether or not to take on such a job.

Scoring criteria

Acceptable performance will vary with the characteristics of each class and should ultimately be determined by the individual teacher. A general guide for evaluating responses to each question in the exercise is suggested below.

1. What responsibilities was Lucy thinking of taking on?

   Students should explain, for example, that Lucy was thinking of taking on the responsibility of babysitting for Mrs. Benson's baby, and the related responsibilities of caring for him.

2. What might be some of the benefits of the responsibilities?

   Students should explain, for example, that she would earn money, learn how to take care of a child, receive the gratitude of Mrs. Benson, and probably be praised by her mother for taking the initiative of getting a job and fulfilling it.

3. What might be some of the costs of the responsibilities?

   Students should explain, for example, that taking care of a baby is not always easy. She would have to change his diapers, she would have to be careful that he was not injured and was well taken care of, and she would not have as much time to do other things in which she might be interested.

4. If you were Lucy, what would you do? Why?

SEGUNDA UNIDAD

Ejercicios de Evaluación

Tú decide

Direcciones: Lee el cuento y contesta las preguntas que siguen.

Lucy le pidió dinero a su mamá para ir al cine con unas amigas. Su mamá le dijo, -Ya tienes diez años. Es hora de que aprendas el valor del dinero. ¿Por qué no tratas de ganarte ese dinero?

-¿Y cómo puedo hacer eso?- preguntó Lucy.

-Trabaja para la señora Benson, la vecina,- dijo la mamá. -Ayer me preguntó si le podrías cuidar al bebé.

A Lucy le gustaba el bebé de la Sra. Benson. Le gustaba jugar con él. Le gustaba vestirlo y darle de comer. Pero no le gustaba cambiarle los pañales. Fue a la casa de la Sra. Benson y tocó la puerta.

-Mi mamá dice que Ud. necesita alguien que le ayude a cuidar al niño,- dijo Lucy.

-Sí,- dijo la Sra. Benson. -Ya sabes cuanto le gusta que juegues con él. ¿Podrías cuidármelo? Necesito a alguien todos los jueves por la tarde y los sábados por la mañana. Te pagaría un dólar por hora si me lo cuidaras bien.

¡Un dólar por hora! Ganaría más de cinco dólares por semana. Eso era bastante dinero, pensó Lucy.

Pero Lucy también pensó que no podría ir al cine con sus amigas los sábados por la mañana. Tampoco podría jugar los jueves por la tarde. Le gustaría ganar dinero, pero no sabía si podría aceptar la responsabilidad de un trabajo.

¿Qué te parece?

1. ¿Cuáles serían las responsabilidades de Lucy?
2. ¿Cuáles serían los beneficios de cumplir con estas responsabilidades?
3. ¿Cuál sería el costo de estas responsabilidades?
4. Si tú fueras Lucy, ¿qué harías? ¿Por qué?

SEGUNDA UNIDAD

Actividades de Enriquecimiento

1. Habla con alguien que trabaje. Pídele que te diga las responsabilidades que tiene. Pídele que te cuente cuales son los beneficios y los problemas que traen estas responsabilidades. Cuéntale a la clase lo que te ha dicho.
2. Pídele a alguien de tu familia que te ayude a leer el periódico. Busca artículos que traten de la responsabilidad. Piensa en los beneficios y en lo que cuesta esta responsabilidad. Cuéntale a la clase lo que has leído.
3. Haz una lista de tres responsabilidades que tengas. Escribe los beneficios y lo que cuesta cada una. Explícale a la clase lo que haces.
4. Escribe un cuento o haz un dibujo de alguien que cumple una responsabilidad. Explica los beneficios y el costo de la responsabilidad.

How should one choose among competing responsibilities?

UNIT THREE

UNIT OVERVIEW

This unit is designed to increase students' abilities to make systematic and informed choices among competing responsibilities. Students learn a procedure designed to assist in this process. The steps in the procedure require students to identify (1) related rewards and penalties, (2) the benefits and costs of fulfilling competing responsibilities, (3) the urgency of fulfilling the responsibilities, (4) the relative importance of the competing responsibilities, (5) other values and interests that might be important, and (6) alternative solutions or compromises. After considering these factors, students are asked to develop and justify positions regarding fulfilling competing responsibilities in several situations.

(The teacher may wish to review the brief description of the content of this unit found on page ix of the Introduction to this teacher's edition.)

UNIT OBJECTIVES

Students should be able to

1. Identify competing responsibilities in a situation.
2. For each responsibility identified, describe
    a. related rewards and penalties;
    b. probable benefits and costs of fulfillment;
    c. other relevant considerations such as urgency, relative importance of responsibilities, related values and interests, and alternative solutions or compromises.
3. Develop or evaluate positions as to which responsibilities should be fulfilled.
4. Justify positions in terms of the above analysis.

UNIT VOCABULARY

ability
choice
choose
decide
decision
majority
position
representative
student council

SKILL DEVELOPMENT

analyzing concepts
analyzing situations using a given frame of reference
comprehending reading materials
decision making
evaluating positions on issues
observing
participating with a group in preparing positions and presentations
writing and orally expressing the results of analysis

Deciding among competing responsibilities

Lesson 5

LESSON OVERVIEW

The purpose of this lesson is to focus students' attention on common situations in which they may be faced with a number of competing responsibilities and have to decide how to deal with them. Students first read and discuss the introduction to the unit which is designed to help them understand that sometimes there may be situations in which they have to make choices among competing responsibilities. Students are asked to think of times they have had too many responsibilities to fulfill and to explain why they did what they did. They next view Chapter 3 of the filmstrip/videotape *The New Zookeeper* in which Martin learns to think about a number of things before deciding about taking on a responsibility. The following exercise, "Things to Think About," contains frames from the filmstrip/videotape illustrating a number of considerations useful to take into account in making decisions among competing responsibilities. Alternative teaching strategies are suggested.

LESSON OBJECTIVES

Given a situation in which an individual is faced with competing responsibilities, students should be able to

1. Identify the various responsibilities.
2. Identify some of the considerations used in making choices among competing responsibilities.
3. Develop and support a position as to what should be done in the situation.

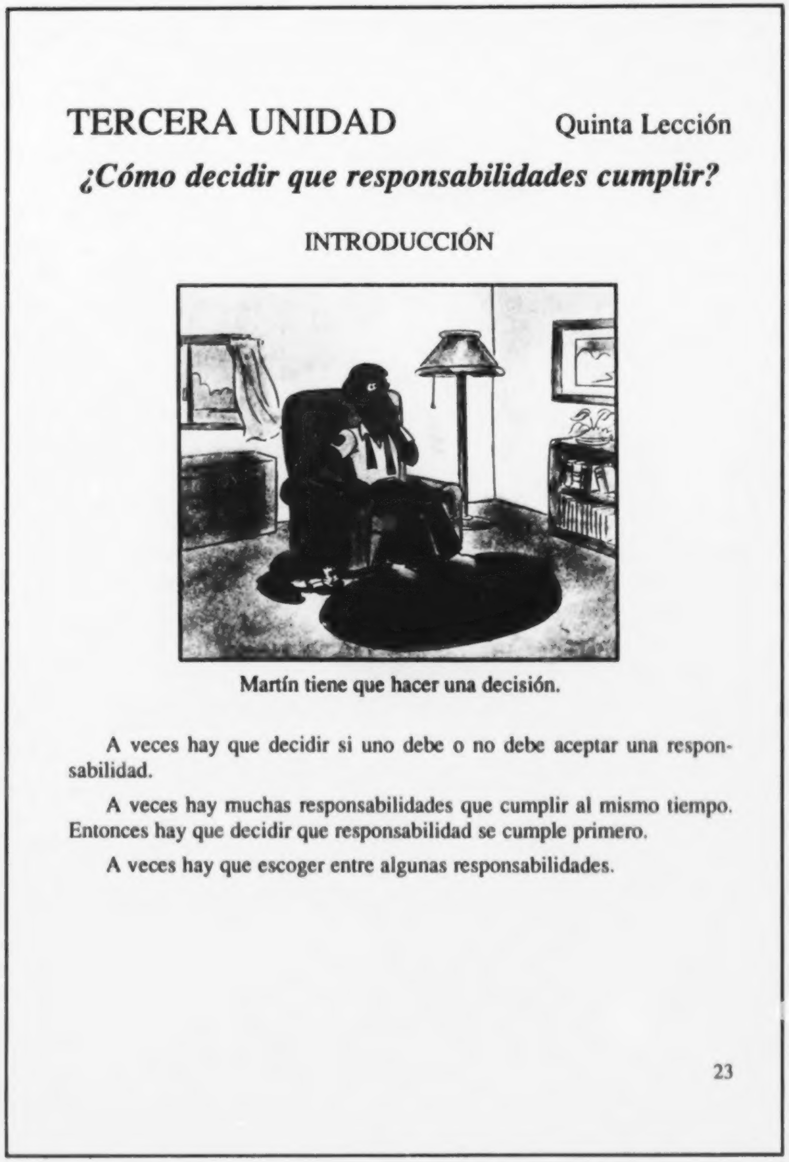
STUDENT MATERIALS

Student Book	Unit Three, Lesson 5: "Introduction" Filmstrip/videotape: "*The New Zookeeper*, Chapter 3" "Things to Think About"
Filmstrip/Videotape *(7 minutes)*	Chapter 3, *The New Zookeeper* Synopsis: Martin has done so well in his job that he is offered a promotion to be a guide driving a bus at the zoo. He considers the responsibilities of his present job and the new job and debates whether or not he should take the position.

TEACHING PROCEDURES

A. Reading and discussing the Unit Introduction

Direct students in a reading and discussion of the "Introduction" to Lesson 5 of the student book. Focus their attention on discussing situations in which they may have been faced with numerous responsibilities and had to make decisions about which ones to attempt to fulfill, which ones to set aside for later, and which ones not to attempt to fulfill. Guide students in identifying the reasoning they used in making the decisions. For background information in leading the discussion, the teacher may wish to review the Unit Overview which provides a number of considerations useful in making such decisions.



TERCERA UNIDAD Quinta Lección

¿Cómo decidir que responsabilidades cumplir?

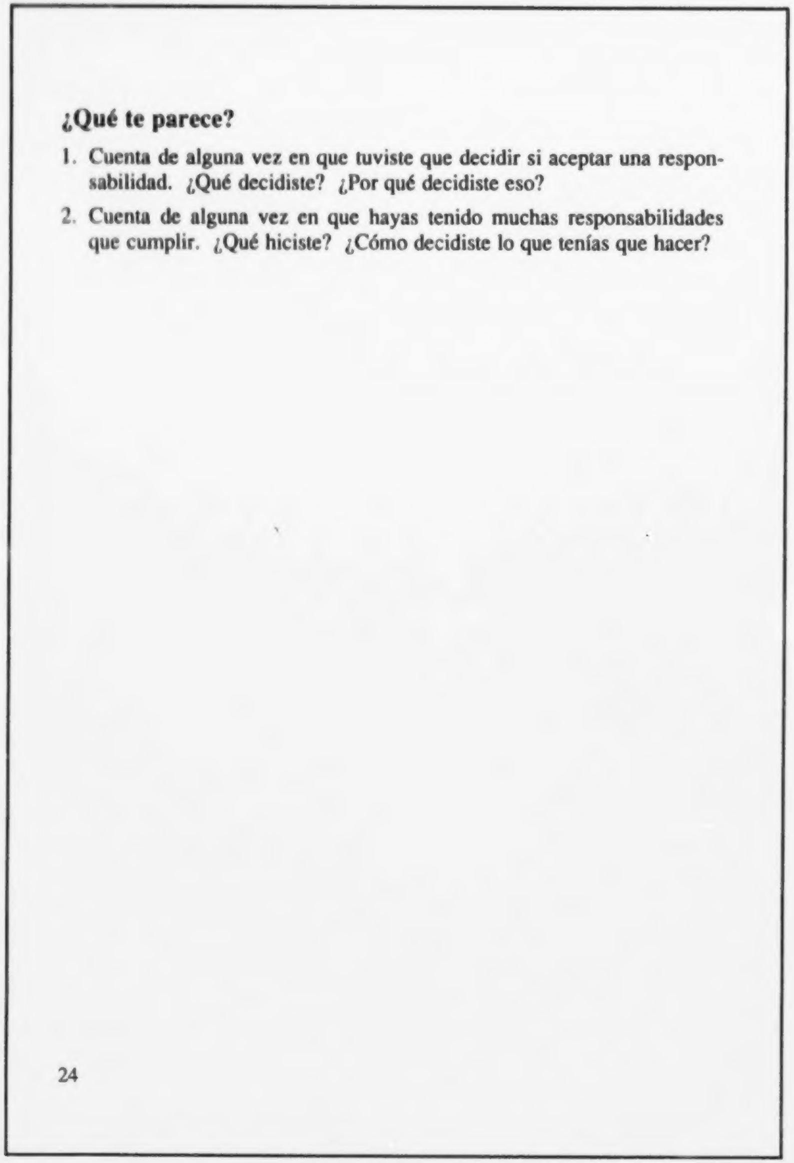
INTRODUCCIÓN

Martín tiene que hacer una decisión.

A veces hay que decidir si uno debe o no debe aceptar una responsabilidad.

A veces hay muchas responsabilidades que cumplir al mismo tiempo. Entonces hay que decidir que responsabilidad se cumple primero.

A veces hay que escoger entre algunas responsabilidades.



¿Qué te parece?

1. Cuenta de alguna vez en que tuviste que decidir si aceptar una responsabilidad. ¿Qué decidiste? ¿Por qué decidiste eso?
2. Cuenta de alguna vez en que hayas tenido muchas responsabilidades que cumplir. ¿Qué hiciste? ¿Cómo decidiste lo que tenías que hacer?

B. Viewing the filmstrip or videotape

Before students see the filmstrip/videotape, have them turn to the selection "Chapter 3 of *The New Zookeeper*" in the student book and read the directions and questions it contains. Ask students to keep these in mind as they see the filmstrip/videotape in order to focus their attention on the relevant information contained in the story.

Summary: *Ahora vamos a ver el tercer capítulo de la filmina El nuevo guardián del zoológico. Martín sigue trabajando muy bien. Sus jefes están muy contentos. Por ser tan buen trabajador, el Sr. Hobbs le ofrece a Martín un nuevo empleo, el de chofer de un autobús del zoológico. Martín ganaría más dinero este nuevo trabajo. Pero también tendría más responsibilidades. Martín tiene dos días para decidir si debe o no debe aceptar su nuevo empleo. Al ver la filmina, Uds. deben pensar en las nuevas responsabilidades que tendría Martín. Traten de adivinar si aceptará o no aceptará el nuevo empleo. Luego decidan lo que Uds. harían si fueran Martín. ¿Aceptarían Uds. el empleo?*

Then show Chapter 3, in which Martin is faced with the decision of staying in his present position or taking on the increased responsibilities of the new position offered to him.

Suggestions for encouraging the participation of Spanish-speaking LEP children have been given in the first two units of this manual.

C. Discussion of the filmstrip or videotape : Choosing among competing responsibilities

The selection "Things to Think About" contains key frames from the filmstrip/videotape illustrating a number of considerations that Martin took into account in deciding whether to stay in his present job or to take a new job at the zoo. Depending upon teacher preference and the characteristics of the class, alternative teaching strategies such as those suggested below may be used.

Alternative 1: Small group work and presentations

Divide the class into groups of about 3-5 students. Ask each group to select a spokesperson, complete the exercise, "Things to Think About" in written form as a group, and be prepared to present its positions to the rest of the class. Provide adequate time for the groups to develop their positions in response to the questions. Then ask the spokesperson from each group to explain the group's answers to the rest of the class. Students who disagree with their group's decisions should be allowed to express their positions. If possible, allow time for a final discussion by the entire class of the various positions that have been developed.

Alternative 2: Directed class discussion

Upon completion of viewing Chapter 3 of the filmstrip/videotape, instead of addressing students attention to the exercise "Things to Think About," direct a discussion and identification of the various responsibilities portrayed in the filmstrip/videotape and list them on the board as they are identified. As each responsibility is described, ask students to identify or infer the results of fulfilling the responsibility. Then ask them to classify each result as being primarily a benefit or a cost.

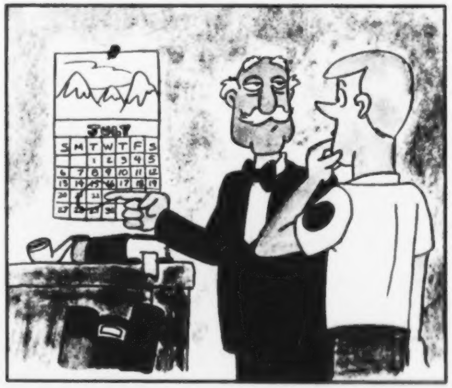
Next, ask students to identify the relative importance of the various responsibilities in this particular situation, to explain how several of the responsibilities may be competing, and to suggest alternative solutions in dealing with the problem.

If time allows, the class may be divided into small groups as in Alternative 1 and asked to develop positions as to which of the competing responsibilities Martin should fulfill. The positions should then be presented to the class for further discussion.

¿QUÉ SE DEBE CONSIDERAR ANTES DE ACEPTAR UNA RESPONSABILIDAD?

Capítulo 3: El nuevo guardián del zoológico

Direcciones: Ve el capítulo 3 de *El nuevo guardián del zoológico*. Martín tiene que decidir si debe o no debe aceptar nuevas responsabilidades. Trata de saber lo que él piensa antes de decidirse.

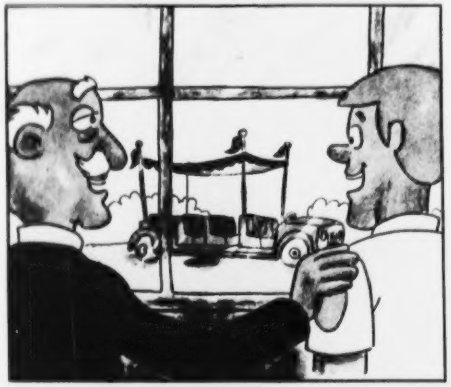

JULY
S M T W T F S

¿Qué decidirá Martín?

¿QUÉ PENSABA MARTÍN?

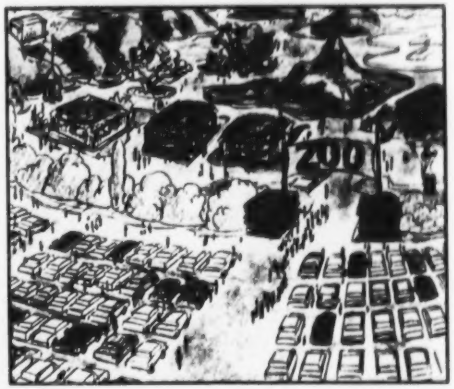
Lo que hay que considerar

Direcciones: Fíjate en lo que Martín tenía que pensar antes de decidirse.



El Sr. Hobbs le ofreció un nuevo empleo a Martín. Manejaría el autobús del zoológico.

A Martín le gustaba el trabajo que tenía.



Tendría que trabajar los sábados y los domingos.

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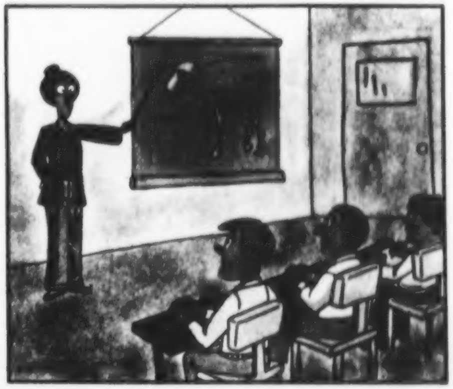
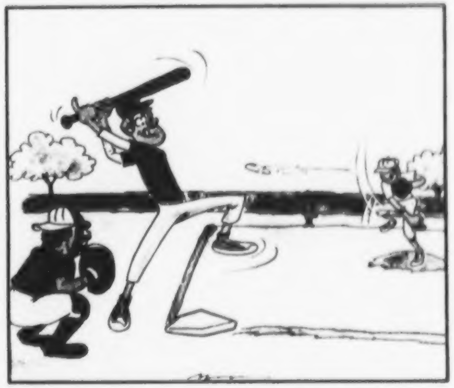
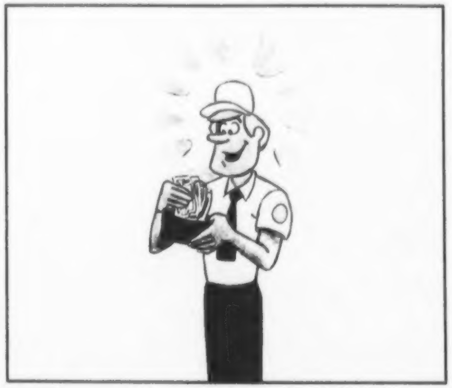


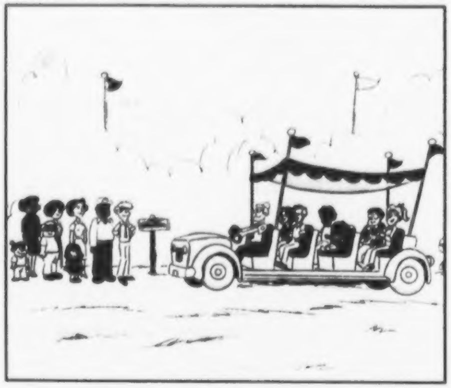
Tendría que tomar una clase para saber más de los animales.



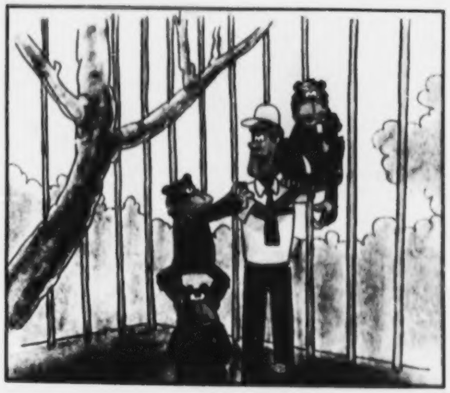
No podría jugar con su equipo los sábados.



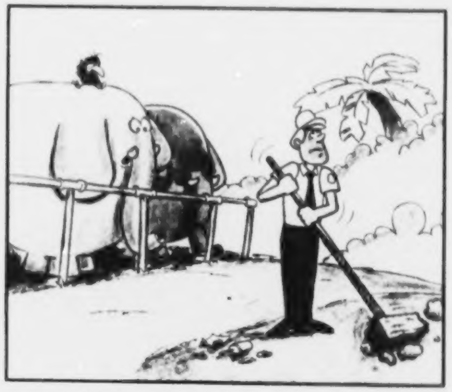
Ganaría más dinero.



El nuevo empleo sería interesante.



No podría darles la comida a sus amigos, los animales, tantas veces como antes.



Martín no sabía que hacer.

¿Qué te parece?

1. ¿Cuáles eran las nuevas responsabilidades que Martín tendría que aceptar?
2. ¿En qué pensó Martín antes de decidirse?
3. Si tú fueras Martín, ¿aceptarías la nueva responsabilidad? ¿por qué?

OPTIONAL ACTIVITIES

For reinforcement, extended learning, and enrichment

1. Invite a law enforcement officer to the class to discuss problems of juvenile vandalism and problems in obtaining information about the culprits. Ask the officer to express his opinion on the problem of students revealing damaging information about their peers to authorities. The class may then be led in a discussion of this kind of problem as it relates to their own experiences in the home, school, and community.

2. Research and write a play about the responsibilities astronauts have, and the points they should consider when conflicting responsibilities arise. Perform the play for another class or community group such as a local rest home.

3. Take a field trip to a local manufacturer such as a cookie company or bakery. Focus the students' attention on the various responsibilities the workers have, the rewards and penalties related to fulfillment or nonfulfillment of the responsibilities. For example, what might happen if one worker failed to carry out his/her responsibilities? What if one worker was absent? What if one worker was asked to carry out two people's responsibilities? How should he/she decide what to do? Why?

Using ideas in making decisions

Lesson 6

LESSON OVERVIEW

The purpose of this lesson is to focus students' attention on the use of several considerations or "intellectual tools" in addition to those introduced in Units One and Two that are useful in making decisions among competing responsibilities. At this level, the "intellectual tools" are presented implicitly in questions following a selection used to guide student analysis and decision making. In addition to identifying rewards and penalties, students learn to consider questions of benefits and costs, urgency, the relative importance of the responsibilities, other relevant interests and values, and alternative solutions to dealing with problems presented. The lesson provides students with an opportunity to apply the learning gained from Units One, Two, and Three in developing and justifying a course of action in a situation in which a person is faced with competing responsibilities. Students read the selection "Saturday Movies" in which an eight-year-old girl is faced with competing responsibilities. Following the selection is a list of questions. Students may be asked to fill out the answers to the questions on a separate piece of paper individually, in groups, or as a class. They are then asked to develop and justify positions on the problem presented. Alternative teaching procedures are suggested. The lesson concludes with the "Evaluation Exercise" which raises additional consideration of time required and ability. This exercise may be used as a homework assignment.

LESSON OBJECTIVES

Given a selection involving an individual faced with competing responsibilities, students should be able to

1. Identify the responsibilities.
2. For each responsibility identified, describe the following:
    a. related rewards for fulfillment and penalties for its non-fulfillment;
    b. benefits and costs that may result from its fulfillment;
    c. the urgency of the responsibility;
    d. the importance of the responsibility in relation to other responsibilities;
    e. the time required to fulfill the responsibility;
    f. the ability to fulfill the responsibility;
    g. other important values and interests;
    h. alternative solutions or compromises for dealing with the situation.
3. Develop and evaluate positions as to which responsibility should be undertaken and which should be rejected on the basis of the responses to item 2 above or suggest and support alternative solutions.
4. Justify positions in terms of the above analysis.

STUDENT MATERIALS

Student Book	Unit Three, Lesson 6: "Saturday Movies" "Being a Student Council Representative" "Evaluation Exercise" "Enrichment Activities"

TEACHING PROCEDURES

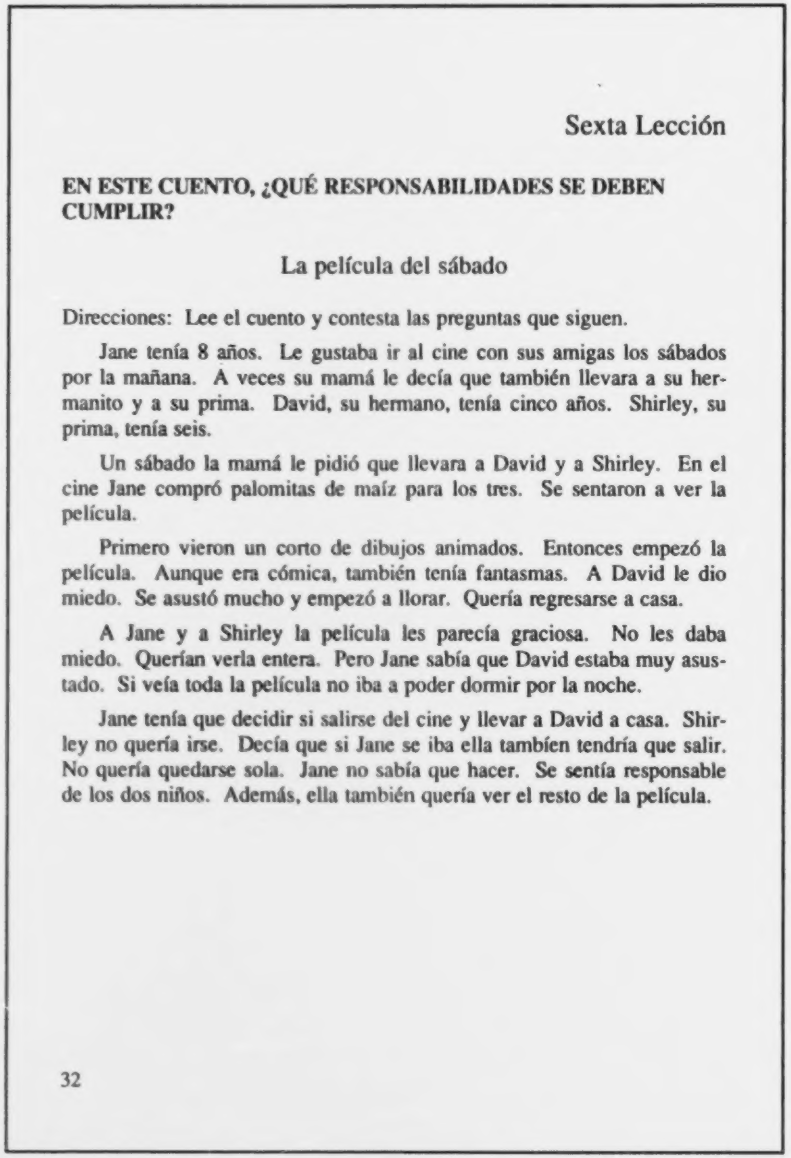
Have students turn to the selection "Saturday Movies" in Lesson 6 of the student book and follow the directions at the beginning of the selection. Alternative teaching procedures are suggested below.

Alternative A: Guided class discussion

Have students read the selection individually, then lead them in sufficient discussion of the situation to be sure they understand the facts and the dilemma faced by Jane. Next, students may be directed step-by-step through the questions following the selection, analyzing the situation orally and presenting their positions on what should be done; or students may be asked to write their answers to all the questions and their position as to what should be done on a separate piece of paper.

Alternative B: Small group activity—developing positions

Divide the class into small groups of about 3-5 students each. Ask the members of each group to complete the exercise together and develop and support a position as to what they would have done if they had been in the situation. After adequate preparation time has been allowed, ask the spokesperson for each group to present its position to the class for further discussion.



Sexta Lección

EN ESTE CUENTO, ¿QUÉ RESPONSABILIDADES SE DEBEN CUMPLIR?

La película del sábado

Direcciones: Lee el cuento y contesta las preguntas que siguen.

Jane tenía 8 años. Le gustaba ir al cine con sus amigas los sábados por la mañana. A veces su mamá le decía que también llevara a su hermanito y a su prima. David, su hermano, tenía cinco años. Shirley, su prima, tenía seis.

Un sábado la mamá le pidió que llevara a David y a Shirley. En el cine Jane compró palomitas de maíz para los tres. Se sentaron a ver la película.

Primero vieron un corto de dibujos animados. Entonces empezó la película. Aunque era cómica, también tenía fantasmas. A David le dio miedo. Se asustó mucho y empezó a llorar. Quería regresarse a casa.

A Jane y a Shirley la película les parecía graciosa. No les daba miedo. Querían verla entera. Pero Jane sabía que David estaba muy asustado. Si veía toda la película no iba a poder dormir por la noche.

Jane tenía que decidir si salirse del cine y llevar a David a casa. Shirley no quería irse. Decía que si Jane se iba ella tambíen tendría que salir. No quería quedarse sola. Jane no sabía que hacer. Se sentía responsable de los dos niños. Además, ella también quería ver el resto de la película.

OPTIONAL ACTIVITIES

For reinforcement, extended learning, and enrichment

Ask a student from the 5th or 6th grade who works as a babysitter to visit the class and describe a situation he or she may have experienced or observed similar to that in the exercise. Ask the student to explain what happened and how he or she made a decision as to which responsibility should be fulfilled and which should be set aside.

¿Qué te parece?

1. ¿Qué responsabilidades tiene Jane?
2. ¿A quiénes les debe estas responsabilidades?
3. Contesta las siguientes preguntas sobre cada una de las responsabilidades que tiene Jane.
    a. ¿Qué pasará si cumple con la responsabilidad?
    b. ¿Cuáles serían los beneficios de cumplirla? ¿y el costo?
    c. ¿Qué pasará si no cumple con su responsabilidad?
    d. ¿Tiene que cumplir con la responsabilidad en seguida?
    e. ¿Es esta responsabilidad más importante que otras responsabilidades?
    f. Además de la responsabilidad, ¿hay otras cosas importantes que Jane debe considerar?
    g. ¿Qué más podría hacer Jane para resolver el problema?

¿Qué debería hacer Jane en esta situación?

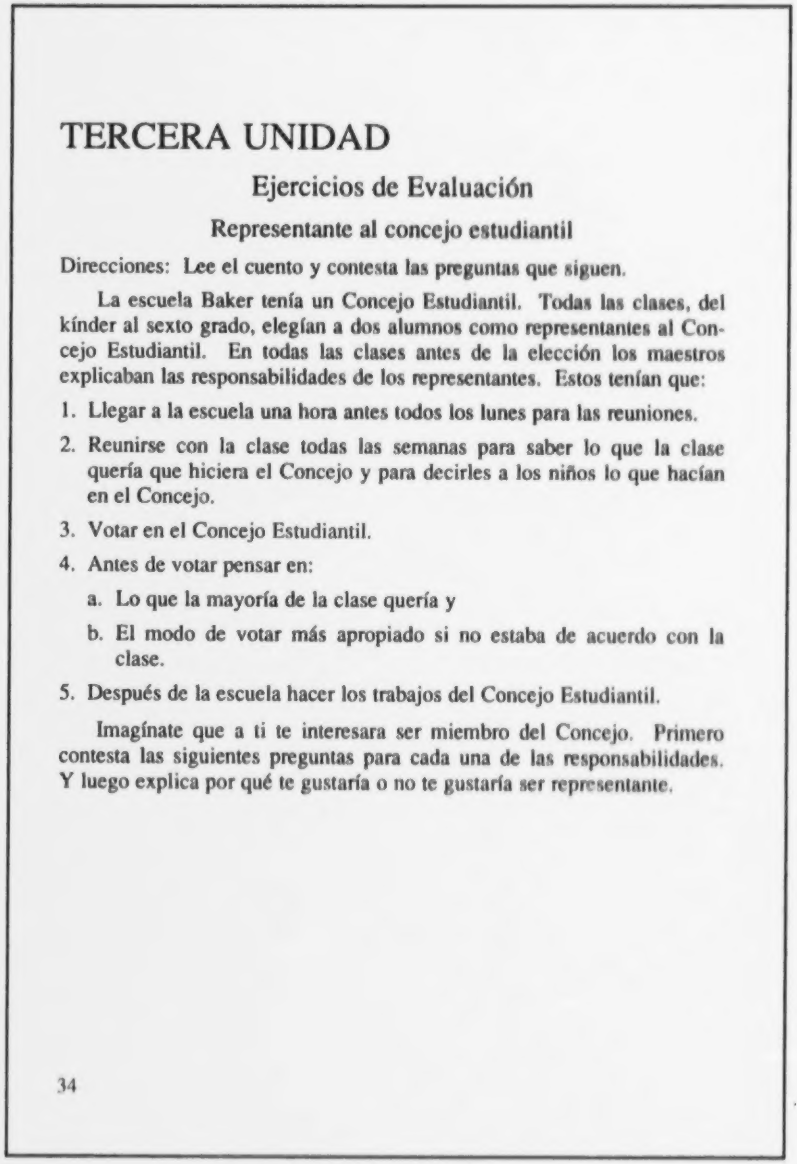
¿Qué te ha pasado a ti que se parezca al problema de Jane? ¿Cómo decidiste lo que tenías que hacer?

UNIT THREE—EVALUATION EXERCISE

Assign the evaluation exercise at the end of Unit Three in the student book. The exercise may be completed orally or in writing. If it is to be completed in writing, you may wish to ask students to correct their own papers. In doing this, you may ask students to give their responses orally to each of the questions following the selection and the reasons for the responses they have given.

Scoring criteria

Evaluate students' work in terms of the effective use of the ideas they have learned, accurate statements of fact, and the reasoning on which their positions are based. Reasonable differences among positions should be accepted.



TERCERA UNIDAD

Ejercicios de Evaluación

Representante al concejo estudiantil

Direcciones: Lee el cuento y contesta las preguntas que siguen.

La escuela Baker tenía un Concejo Estudiantil. Todas las clases, del kínder al sexto grado, elegían a dos alumnos como representantes al Concejo Estudiantil. En todas las clases antes de la elección los maestros explicaban las responsabilidades de los representantes. Estos tenían que:

1. Llegar a la escuela una hora antes todos los lunes para las reuniones.
2. Reunirse con la clase todas las semanas para saber lo que la clase quería que hiciera el Concejo y para decirles a los niños lo que hacían en el Concejo.
3. Votar en el Concejo Estudiantil.
4. Antes de votar pensar en:
   a. Lo que la mayoría de la clase quería y
   b. El modo de votar más apropiado si no estaba de acuerdo con la clase.
5. Después de la escuela hacer los trabajos del Concejo Estudiantil.

Imagínate que a ti te interesara ser miembro del Concejo. Primero contesta las siguientes preguntas para cada una de las responsabilidades. Y luego explica por qué te gustaría o no te gustaría ser representante.

1. ¿Qué pasaría si tú cumplieras con la responsabilidad?
   a. Entre todo, ¿cuáles serían los beneficios?
   b. ¿Cuáles serían costos?
2. ¿Qué pasaría si faltaras a la responsabilidad?
3. ¿Cuánto tiempo tomaría cumplir con la responsabilidad?
4. ¿Estás listo para aceptar la responsabilidad?
5. ¿Es importante la responsabilidad?
6. ¿Tienes otras cosas más importantes que esta responsabilidad?
7. ¿Qué harías? ¿por qué?

TERCERA UNIDAD

Actividades de Enriquecimiento

1. Haz una lista de las responsabilidades que ya tienes. Después escribe otras responsabilidades que podrías añadir si quisieras. Escribe el número 1 al lado de la responsabilidad que podrías cumplir primero. Escribe un 2 al lado de la que podrías hacer después, después un 3 etc. Explica por qué has puesto unas antes que otras. Si te parece que algunas no deben cumplirse, explica por que.
2. Habla con alguien que trabaje. Dile que te explique cuales son sus responsabilidades. Pídele que te diga como decide la responsabilidad que debe cumplir primero, o después, o a la que tenga que faltar.
3. Pídele al maestro o a la bibliotecaria que te ayude a buscar un cuento de alguien que tiene que decidir si debe o no debe aceptar una responsabilidad. Lee el cuento y explícaselo a la clase.

Who should be considered responsible?

UNIT FOUR

UNIT OVERVIEW

During the first three units of this course of study, students' attention has been addressed to one aspect of the concept of responsibility. That meaning of responsibility referred to the duty or obligation of a person or persons to do something or to refrain from doing something in a particular situation.

This unit focuses on a different use of the concept of responsibility. It is concerned with determining who should be considered responsible **for something that has happened.** Students learn that it is often useful to be able to determine responsibility in this sense in order to (1) reward or give credit to individuals in some way for a positive act, (2) hold individuals answerable for a wrong or injury, or (3) use the knowledge to guide actions in the future.

This unit introduces students to a new set of intellectual tools useful in determining who, if anyone, should be considered responsible for a particular event or situation. In using the tools in specific situations, students are asked to focus upon:

1. The event or situation for which someone might be considered responsible;
2. Persons involved who might be considered responsible for what happened;
3. Causation;
4. State of mind, or more specifically,
    a. Intent
    b. Carelessness
    c. Knowledge of what might happen;
5. Control or choice;
6. Duty;
7. More important values, interests, or responsibilities.

Students learn that, although the above ideas may not all be relevant to every situation, they provide a useful frame of reference for analyzing situations in which a decision must be made as to what person or persons should be considered responsible for a particular event or situation. This unit provides students with practice in applying the above procedure to a number of different situations.

The teacher may find it useful to review the brief description of the content of this unit found on page ix of the Introduction to this teacher's edition.

Note: The question of what action should be taken once the issue of responsibility has been determined is dealt with in the Law in a Free Society curriculum on Justice which is available at this level.

UNIT OBJECTIVES

Students should be able to

1. Identify an event or situation in which a determination should be made regarding whom to consider responsible.
2. Identify the person or persons who might be considered responsible.
3. Use the considerations introduced in the questions in the student book, to determine responsibility in several situations, and support their positions.

UNIT VOCABULARY

- carelessness
- cause
- create
- credit
- duty
- excuse
- harmful
- helpful
- purpose
- success

SKILL DEVELOPMENT

- analyzing situations and developing positions using a given frame of reference
- apply concepts
- comprehending concepts
- comprehending reading materials
- observing
- participation in group decision making
- writing and orally expressing positions

Determining who should be considered responsible Lesson 7

LESSON OVERVIEW

The purpose of this lesson is to focus student's attention on the use of the concept of responsibility as it refers to determining *who is responsible for a particular event or situation*. This is distinguished from the use of the term in prior units in which it was used in its relation to duties and obligations. First, students read and discuss the "Introduction" which is designed to help them understand that sometimes it is useful to be able to determine who has been responsible for something that has happened. Students are asked to describe situations they have observed in which someone was responsible for something helpful to others and something harmful to others. The final question in the introduction leads students to explain what ideas they use to determine responsibility. They next view Chapter 4 of the filmstrip/videotape, *The New Zookeeper*, in which two situations arise calling for the determination of responsibility. In a final exercise related to the situations in the filmstrip/videotape story, students read and discuss "The Lion Was Loose!" and "Making the Zoo a Success," in which people are to be found responsible. Discussion is guided by sets of questions containing the intellectual tools useful in making such determinations. Alternative teaching strategies are suggested.

LESSON OBJECTIVES

Given situations in which responsibility is to be determined, students should be able to

1. Explain the purpose or need for the determination.
2. Identify the persons involved in the situation who might be considered responsible.
3. Analyze the situations using the considerations presented in the questions following them.
4. Develop and support, on the basis of the above analysis, positions on who, if anyone, should be considered responsible for the situations described.

(Students may also take and justify a position of "suspended judgment" on the situations.)

STUDENT MATERIALS

Student Book	Unit Four, Lesson 7: "Introduction" Filmstrip/videotape: *"The New Zookeeper*, Chapter 4" "The Lion Was Loose!" "Making the Zoo a Success"
Filmstrip/Videotape *(6 minutes)*	Chapter 4, *The New Zookeeper*

Synopsis: Martin decides to take the job as guide at the zoo. Bruce, a slovenly worker, takes his place. Bruce is careless in closing the door to Leo and Leonora's cage and Leo runs out to find his friend, Martin. Visitors to the zoo are frightened and Bruce learns a lesson.

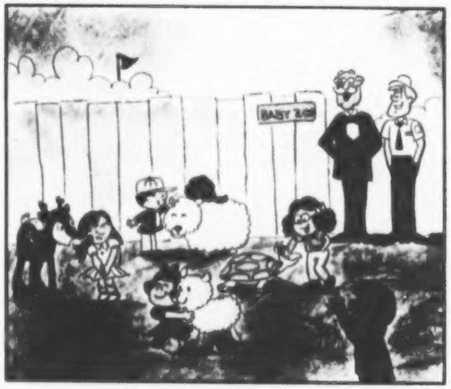
Mr. Hobbs, the supervisor of the zoo, tells Maude, Bruce and Martin how popular the zoo has become. The students are asked who they think is responsible for the zoo becoming such a big success. This chapter has one stop-frame for discussion.

CUARTA UNIDAD

Septima Lección

¿Quién es responsable?

INTRODUCCIÓN



El zoológico de los animalitos era un gran éxito.

A veces hay que saber quien es responsable de algo que ha pasado.

1. Cuenta de alguna vez en que alguien fue responsable de que pasara algo bueno.
2. Cuenta de alguna vez en que alguien fue responsable de que pasara algo malo.
3. ¿Cómo se podrá decidir si alguien es responsable de algo que ha pasado?

TEACHING PROCEDURES

A. Reading and discussing the Unit Introduction

Direct students in a reading and discussion of the "Introduction" in Lesson 7 of the student book. Focus their attention on identifying situations from their experiences in which persons were responsible for helping others and harming others. Then, ask them to explain how they decide whether or not someone may have been responsible for something that has happened. For background information in leading this discussion, the teacher may wish to review the Unit Overview which provides a listing of the considerations commonly used in determining responsibility.

Suggestions for encouraging the participation of Spanish-speaking LEP children have been given in the first two units of this manual.

B. Viewing the filmstrip or videotape

Before students see the filmstrip/videotape, have them turn to the selection "Chapter 4 of *The New Zookeeper*" and read the directions and questions it contains. Ask students to keep these in mind as they see the filmstrip/videotape in order to focus their attention on the relevant information contained in the story.

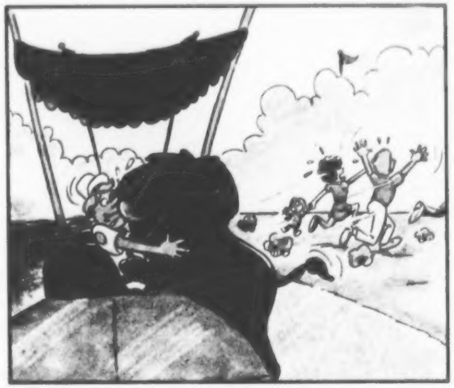
Summary: *Ahora vamos a ver el cuarto capítulo de la filmina El nuevo guardián del zoológico. Martín ha aceptado la nueva responsabilidad de chofer del autobús. El zoológico tiene un nuevo guardián; es bastante descuidado y deja la puerta de la jaula del león abierta. El león se sale para buscar a Martín porque no le gusta el nuevo guardián. Al ver el león todo el mundo se asusta. Al verlo Martín pregunta: ¿Quién es responsable de que se escapara el león? Uds. también decidan quién es responsable. Después de esto el nuevo guardián empieza a trabajar muy bien. Cuando abren un nuevo parque de animalitos, el zoológico tiene mucho éxito. El jefe está muy contento y quiere saber quien es responsable del éxito del zoológico. Y Uds. también decidan al ver la película quien es responsable del éxito del zoológico.*

Then show Chapter 4 in which someone is responsible for Leo, the lion, getting out of his cage and frightening people, and one or more persons are responsible for the success of the zoo.

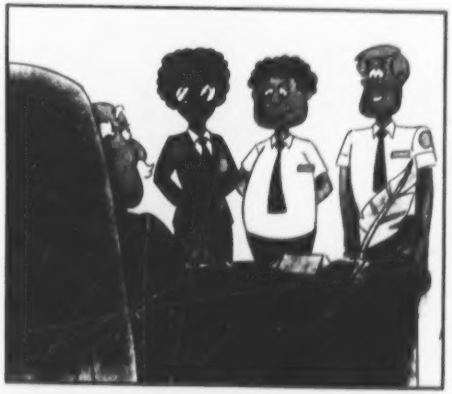
¿CÓMO DECIDIR SI ALGUIEN ES RESPONSABLE?

Capítulo 4: El nuevo guardián del zoológico

Direcciones: Ve el capítulo 4 de la filmina *El nuevo guardián del zoológico*. Un león se sale de su jaula. Fíjate en la película para que veas quien es responsable de esto. Luego decide quienes son responsables del gran éxito del zoológico.



¿Quién fue responsable de que Leo se escapara?



¿Quién era responsable del éxito del zoológico?

C. Discussion of the filmstrip or videotape: using ideas as tools

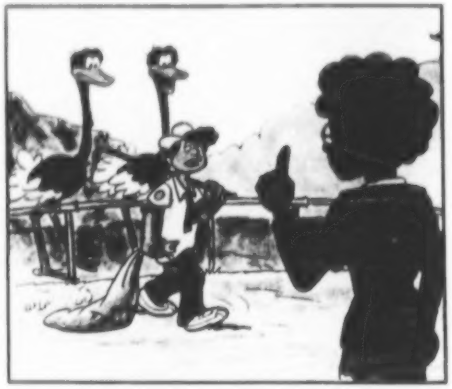
Have students turn to the selection "The Lion Was Loose!" in Lesson 7 of the student book. Direct students in a reading and discussion of the story which contains key frames from the filmstrip/videotape illustrating the situation leading to Leo getting out of his cage. Then use the questions at the end of the selection which contain the considerations or "intellectual tools," to direct students in a discussion of who was responsible for the situation.

Next, have students turn to the selection "Making the Zoo a Success" and guide them in a reading and discussion of that story. As in the story above, this selection contains key illustrations from the filmstrip/videotape related to determining who was responsible for the zoo being a success.

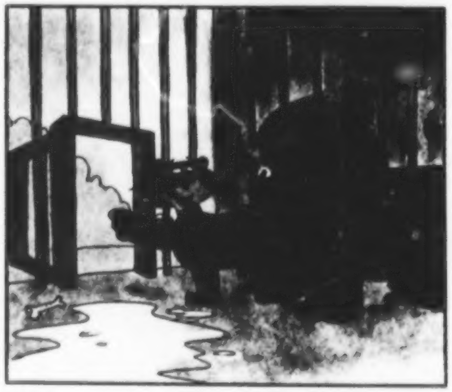
¿QUIÉN FUE RESPONSABLE?

¡Se escapó el leon!

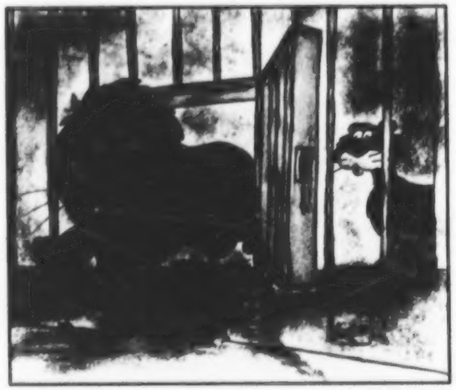
Direcciones: Mira los dibujos de la filmina. Piensa y decide quien fue responsable de que el león se escapara.



Bruce no trabajaba mucho.



Bruce era muy descuidado.



El león dio un salto por la puerta y se salió.

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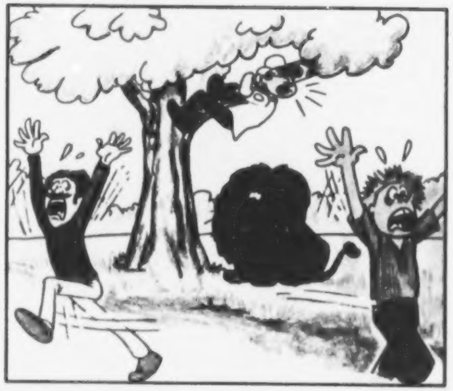

La gente se asustó.

¿Qué te parece?

1. ¿Quién dejó que Leo se escapara?
2. ¿Lo hizo de intento?
3. ¿Lo hizo por descuido?
4. ¿Sabía lo que pasaría si dejaba la puerta abierta?
5. ¿Tenía la obligación de ver que la puerta estuviera cerrada?
6. ¿Se puede excusar lo que hizo?
7. ¿Es responsable de que Leo se escapara?
8. ¿Hay alguien más que también sea algo responsable? ¿Quién? ¿Por qué?

El éxito del zoológico

Direcciones: Mira estos dibujos de la filmina. Entonces decide quién fue responsable del éxito del zoológico.

Bruce aprendió su lección. Trabajaba mucho.
Mantenía todo limpio. Cuidaba bien a los animales.

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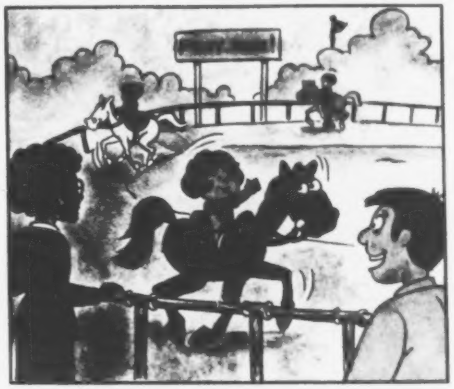
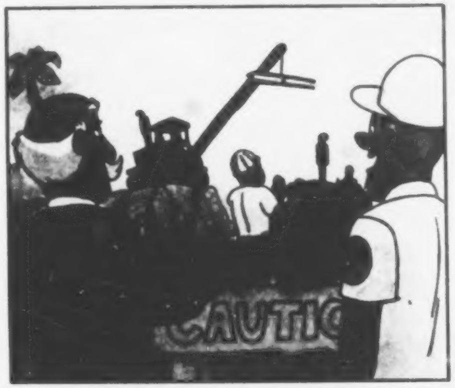
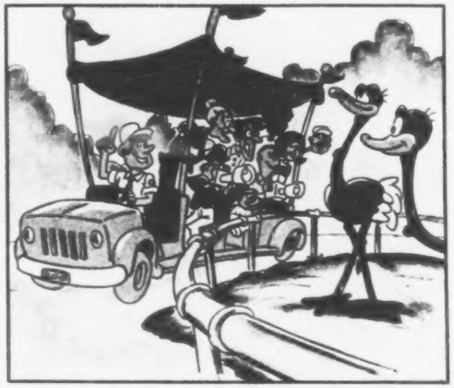


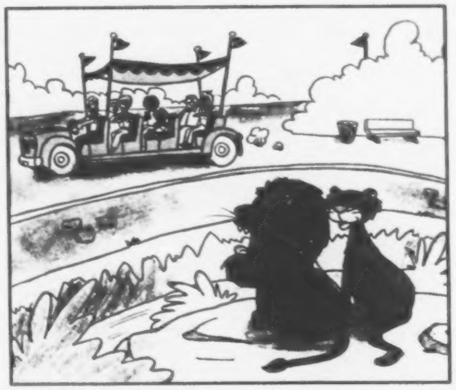
Maude ayudaba en la pista de los ponis.
Los niños se divertían mucho.



El Sr. Hobbs era el jefe. Hizo que agrandaran el zoológico,
que trajeran más animales.



Martín paseaba a los visitantes. Les hablaba de los animales.



Leo rugía para el público.

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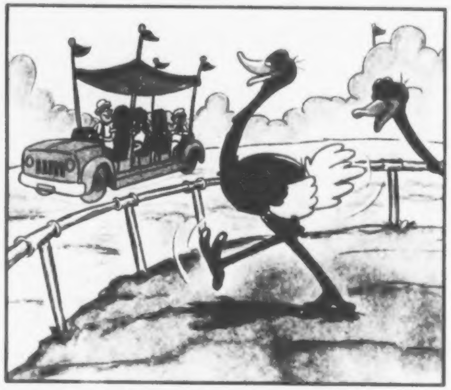

Stan y Sally se daban gusto divirtiendo.

¿Qué te parece?

1. ¿Quiénes eran responsables del éxito del zoológico?
2. ¿Se les debe más a unas personas que a otras? ¿Por qué?

OPTIONAL ACTIVITIES

For reinforcement, extended learning, and enrichment

1. Invite an attorney or judge to visit the class and discuss with students the considerations he or she takes into account in determining civil or criminal responsibility.
2. Have students ask an older member of their family to help them review newspapers or newsmagazines to find examples of situations in which persons have received an award for being responsible for an outstanding achievement that was helpful to others. Ask students to be prepared to explain what they have found to the class.

An exercise in determining responsibility

Lesson 8

LESSON OVERVIEW

This lesson provides students with an opportunity to apply the considerations they have just studied to a specific situation involving damage to private property. Students read and discuss the selection "Private Property." The questions which follow contain the considerations or "intellectual tools" useful in determining responsibility in this type of situation. Alternative teaching strategies are suggested. The lesson concludes with the Evaluation Exercise which may be used as a homework assignment.

LESSON OBJECTIVES

Given a situation in which responsibility for damage is to be determined, students should be able to

1. Explain the purpose or need for the determination.
2. Identify the persons involved in the situation who might be considered responsible.
3. Analyze the situation using the questions which follow it.
4. Develop and support, upon the basis of the above analysis, a position on who, if anyone, should be considered responsible for the damages described in the selection.

(Students may also take and justify a position of "suspended judgment" on the situation.)

STUDENT MATERIALS

Student Book	Unit Four, Lesson 8: "Private Property" Evaluation Exercise, "The Poster Contest" "Enrichment Activities"

TEACHING PROCEDURES

Have students turn to the selection "Private Property" in Lesson 8 of the student book and follow the directions at the beginning of the selection. Alternative teaching strategies are suggested below.

Alternative A: Role playing a mock trial

Assume that the Bakers claim that Ray, Jed, and their parents were responsible for the damage to their home. Have the class conduct a mock trial of the case. Use the following procedures.

Participants - Select students to take the following roles:

Mr. Baker
Mrs. Baker
Ray
Mr. Dart (Ray's father)
Mrs. Dart (Ray's mother)
Jed
Mr. Brown (Jed's father)
Mrs. Brown (Jed's mother)
Attorney for Mr. and Mrs. Baker
Attorney for Mr. and Mrs. Dart
Attorney for Mr. and Mrs. Brown
Judge
Jury (12 persons)
Court officer
Court recorder (may operate a tape recorder)

Note: Attorneys may have one or more assistant attorneys to help them prepare and present their cases.

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Procedures

1. The court officer calls the court to order as the judge enters and is seated. "Everyone please rise. This court is now in session. The Honorable Judge (name of student) is presiding. Please be seated." All in the audience should stand as the judge enters and sit down after he or she does.
2. The attorneys for each side make opening statements of about three minutes each to the jury stating their positions in the case. Their positions should take into consideration the questions asked at the end of the story. The first statement is made by the Bakers' attorney, and the second by the Darts' attorney, and the third by the Browns' attorney.
3. Mr. and Mrs. Baker's attorney may question the Bakers about what happened. Then the attorneys for the Darts and Browns may question the Bakers. (Each witness should be sworn in as he or she takes the stand.) Next, the Darts' attorney and then the Browns' attorney question the boys and their parents about what happened. Then, Mr. and Mrs. Baker's attorney may question the boys and their parents.
4. Final statements to the jury should be made by both sides, first the attorney for Mr. and Mrs. Baker, then the attorneys for the Darts and Browns. Each should summarize his or her case and attempt to convince the jury to decide in favor of the side he or she represents.
5. The judge then instructs the jury to retire, deliberate, and reach a decision on who, if anyone, should be considered responsible for the damages to the Bakers' property.
6. The jury deliberates. After adequate deliberation, they vote on who, if anyone, should be considered responsible.
7. The jury reports its findings to the court.
8. The judge receives the verdict and conveys it to the participants.

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Alternative B: Small group activity—developing positions

Divide the class into small groups of about 3-5 students each. Ask each group to complete the exercise together and to develop and support a position on who, if anyone, should be held responsible for the damages. After adequate preparation time has been allowed, ask a spokesperson for each group to present its position to the class for further discussion. Expression of minority opinions within groups should be encouraged.

Alternative C: Guided class discussion

Have students read the selection individually, then lead them in sufficient discussion of the situation to be sure they understand the facts and the problem they present. Next, students may be directed step-by-step through the questions following the selection, analyzing the situation orally and presenting their position about who should be considered responsible; or students may be asked to write their answers to the questions following the selection and their position on who should be held responsible.

Suggestions for LEP students: In order to create an activity which encourages the participation of **all** students, it is recommended that some roles be assigned to LEP children. If their English competence allows it, they could make their presentations in English. More reluctant students may be allowed to make presentations in Spanish. As in any court, a translator would be appointed to translate for them.

¿QUIÉN FUE RESPONSABLE?

Propiedad privada

Direcciones: Lee este cuento y contesta las preguntas que siguen.

Ray Dart tenía nueve años. Su papá y su mamá trabajaban. No volvían a casa hasta la hora de la comida. Durante la tarde Ray se cuidaba solo. A veces jugaba solo. Otras veces jugaba con otros niños del vecindario.

Empezó a meterse en líos por las tardes. Algunas veces se ponía a pelear. Otras veces dañaba cosas ajenas. Él no les contaba a sus papás lo que pasaba. Pero un vecino les dijo una vez que Ray se estaba metiendo en líos. Ellos no le prestaron mucha atención. Dijeron que eso era lo que pasaba a la edad de Ray.

Una tarde Ray estaba jugando con Jed Brown, un niño menor que él, de seis años. Ray sabía que unos vecinos, los Baker, estaban de vacaciones. Ray llevó a Ted a jugar al jardín de los Baker. Cuando Jed le preguntó si estaba bien hacer eso, Ray le contestó, -Claro, Yo siempre juego aquí.

Los dos niños jugaron allí un buen rato. Jugaron a las escondidas. Ray se escondió entre las flores y aplastó algunas de las rosas premiadas de los vecinos. Entonces los niños encontraron una pelota y empezaron a tirársela.

Ray se puso enfrente de la ventana y le dijo a Jed que le tirara la pelota lo más fuerte que pudiera. Ray se agachó y la pelota dio en la ventana y la rompió. -La rompiste,- le dijo a Jed. -Vámonos de aquí, alguien puede habernos oído.

Los Baker volvieron al día siguiente. Cuando vieron lo que les había pasado a las flores y a la ventana, se enojaron mucho. Les preguntaron a los vecinos si habían visto a alguien en su patio. Cuando le preguntaron a Ray, él les dijo que Jed había roto la ventana.

¿Qué te parece?

1. ¿Quiénes son las personas responsables del daño a las flores y a la ventana.
2. ¿Quién causó el daño de las flores y la ventana?
3. Contesta estas preguntas acerca de cada una de las personas que causaron el daño:
    a. ¿Causó el daño de intento? ¿cómo?
    b. ¿Causó el daño por descuido? ¿cómo?
    c. ¿Sabía lo que pasaría? ¿Debería haber sabido? ¿por qué?
4. ¿Podrían los responsables del daño haberse portado de una manera diferente?
5. De las personas que podrían ser responsables, ¿hay alguien a quien se pueda excusar?
6. ¿A quién debe hacerse responsable del daño?
7. ¿De qué situaciones como ésta sabes tú? ¿Quién fue responsable? ¿por qué?

OPTIONAL ACTIVITIES

For reinforcement, extended learning, and enrichment

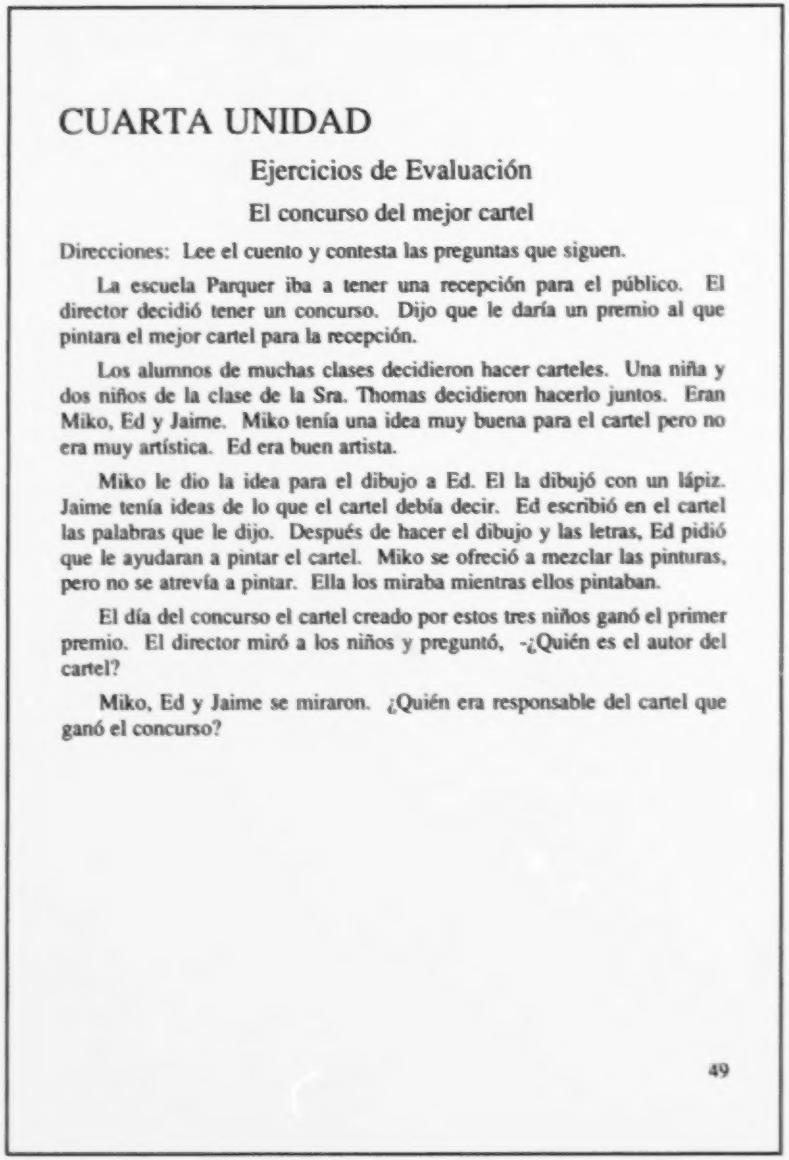
1. Have students ask an older member of their family to help them find an article in a newspaper or newsmagazine about a court case involving damage to public or private property. Ask the student to have the adult help him or her read and understand the case and be prepared to describe it to the class.
2. Ask a lawyer or judge to visit the class. Have him or her explain to the students how he or she decides whether a person is responsible for a wrong or injury that has happened. Compared those considerations with the ideas the students have been considering.
3. Assign item 1 of the Unit Four "Enrichment Activities" as homework.

UNIT FOUR—EVALUATION EXERCISE

Assign the Evaluation Exercise at the end of Unit Four in the student book.

Scoring criteria

Evaluate student work in terms of the effective use of the considerations they have studied and other reasonable considerations such as effort, creativity, and cooperation; accurate statements of fact; and the reasoning upon which positions are based. Reasonable differences among positions should be accepted.



CUARTA UNIDAD

Ejercicios de Evaluación

El concurso del mejor cartel

Direcciones: Lee el cuento y contesta las preguntas que siguen.

La escuela Parquer iba a tener una recepción para el público. El director decidió tener un concurso. Dijo que le daría un premio al que pintara el mejor cartel para la recepción.

Los alumnos de muchas clases decidieron hacer carteles. Una niña y dos niños de la clase de la Sra. Thomas decidieron hacerlo juntos. Eran Miko, Ed y Jaime. Miko tenía una idea muy buena para el cartel pero no era muy artística. Ed era buen artista.

Miko le dio la idea para el dibujo a Ed. El la dibujó con un lápiz. Jaime tenía ideas de lo que el cartel debía decir. Ed escribió en el cartel las palabras que le dijo. Después de hacer el dibujo y las letras, Ed pidió que le ayudaran a pintar el cartel. Miko se ofreció a mezclar las pinturas, pero no se atrevía a pintar. Ella los miraba mientras ellos pintaban.

El día del concurso el cartel creado por estos tres niños ganó el primer premio. El director miró a los niños y preguntó, -¿Quién es el autor del cartel?

Miko, Ed y Jaime se miraron. ¿Quién era responsable del cartel que ganó el concurso?

¿Qué te parece?

1. ¿Quiénes serán responsables?
2. ¿Quién creó o ayudó a crear el cartel? ¿Se le debería dar más crédito a alguien? ¿por qué?
3. ¿Quién es responsable del cartel que ganó el concurso?

CUARTA UNIDAD

Actividades de Enriquecimiento

1. Escribe un pequeño cuento de alguien que hace algo bueno o malo. Explica por qué es esta persona responsable de esto. Cuéntale el cuento a la clase.
2. Pídele a alguien que te ayude a leer el periódico. Busca historias de personas que sean responsables de algo bueno o malo. Cuéntale a la clase lo que has leído.
3. Pídele al maestro que explique lo que hace para decidir que alumno es responsable de algo bueno o algo malo que ha hecho.

LAW IN A FREE SOCIETY

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